British Columbia
Reading and Written Expression
Assessment

1988

Technical Report

MINISTRY OF EDUCATION

STUDENT ASSESSMENT

THE 1988 BRITISH COLUMBIA ASSESSMENT OF READING AND WRITTEN EXPRESSION:

TECHNICAL REPORT

by

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on behalf of the Contract Team

for

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PREFACE

The 1988 Assessment of Reading and Written Expression examined achievement, attitude, and background characteristics of more than 100 000 British Columbia students in grades 4, 7, and 10.

This report describes the procedures and results of the Assessment, and summarizes the conclusions and recommendations which were derived from those results. The recommendations presented in Chapter 6 were formulated by members of the Contract Team who are listed on the title page of this document.

Provincial assessments are collaborative undertakings which can be as instructive in the processes and experiences they offer as in the results which are obtained. Many people contributed to this assessment and helped us to learn more about teaching and learning in B.C. We are indebted to the students and teachers who participated. We would especially like to recognize those teachers who are listed in this report as members of the Advisory Committee which guided the assessment; the Resource Teams which developed items and scoring guides; the Review Panels which examined the items; and the Interpretation Panels which assisted with interpretation of the results. We would like to offer our sincere admiration and appreciation to the members of the Marking Committees who are listed in Appendix A for their outstanding work and their unfailing good humour as they read and scored more than 30 000 student papers last June. We would also like to acknowledge the support and collaboration of Michael Kozlow at Student Assessment Branch. Finally, we would like to thank Winnie Li, our secretary, for her assistance with the preparation of the test forms and of this manuscript.

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CHAPTER 1

BACKGROUND AND PROCEDURES

1.1 The B.C. Learning Assessment Program

In May 1988, over 108 000 British Columbia students participated in an assessment of achievement, attitudes, and strategies associated with reading and written expression. The Provincial Learning Assessment Program, implemented in 1976, is based on the principle that the systematic collection and interpretation of comprehensive, objective information are essential components in the effective management of education. The major purposes of the assessment program are to:

1. Inform professionals and the public of some of the strengths and weaknesses of the public school system.

2. Assist the Ministry, school districts, and schools in decisions related to the development, review, modification, revision, and implementation of existing curricula and supporting instructional resource materials.

3. Provide the province, school districts, and schools with information which can be used to maintain strengths and overcome identified weaknesses.

4. Monitor student learning over time.

5. Assist the Ministry in decisions concerning allocation of resources.

6. Identify areas of need, and provide directions for change in both pre-service and in-service teacher education and professional development.

7. Provide directions for educational research.

8. Provide a source of curriculum-related items which can be subsequently used to produce achievement instruments for optional use by classroom teachers as part of their evaluation of students.

With the 1988 Assessment of Reading and Written Expression, the program enters the fourth cycle of assessment; reading was previously evaluated in 1976/77, in 1980, and in 1984. Written expression was assessed in 1978.

1.2 Context of the 1988 Assessment

The 1988 Assessment was undertaken concurrently with a curriculum review and revision in English language arts, and the Sullivan Royal Commission on Education, both of which have stimulated extensive discussion and debate about effective instructional programs, strategies and resources. Further, recently developed guidelines for all B.C. curricular areas suggest an increased focus on strategic thinking and learning skills, as opposed to a focus on the acquisition and recall of knowledge or content.

This shift is consistent with current research and theory in English language arts which contends that composing meaning is the central act in any language activity and that the primary goal of instruction is to assist students to become independent thinkers, readers and writers who are able to select from and implement a wide repertoire of effective strategies as they encounter new language situations (see, for example, Hillocks, 1986). At the same time, the work of language educators and researchers who advocate a holistic perspective on language development (see, for example, Graves, 1980; Harste, 1984; Tierney & Pearson, 1983) has begun to have a dramatic impact on classroom practice. The theoretical basis for this approach holds that children most effectively learn written language in the same way as they acquire spoken language - by dealing with whole, meaningful texts. This "top-down" view rejects the atomistic, subskill approach to reading and writing as artificial and abstract, and focuses instead on integration of the language arts and content areas, on the use of quality reading materials, on modelling, and on the creation of dynamic classroom language communities centred on the child. This approach is also consistent with recent research on reading comprehension and response to literature which focuses increased attention on the role of the reader in constructing personal meaning and response through interaction with a text (see, for example, Pearson, 1985; Rosenblatt, 1978).

It is interesting to note, that in terms of both instruction and measurement, practices (but not research) associated with written expression have proceeded somewhat in advance of those associated with reading. Thus, while the "writing process" has received wide recognition as a preferred approach to written expression over the last ten years, and holistic scoring procedures, based on the notion that "the whole is greater than the sum of its parts," have been in wide use for even longer (see, for example, Godshalk et al, 1966), the "reading process" is just beginning to receive attention from a substantial number of classroom teachers.

It appears, then, that although there has been no change in mandated curriculum or resources over the past four years, there have been significant changes in classroom practice, particularly in the area of reading instruction and materials.

1.3 Objectives of the 1988 Assessment

Within the general goals of the assessment program and the educational context described above, the 1988 assessment of reading and written expression was designed to examine the following issues:

1. To what extent are students in grades 4, 7, and 10 achieving the English reading and writing objectives which are specified in the current language arts and content area curriculum guides for British Columbia schools?

2. What attitudes do students hold toward reading and writing?

3. To what extent have the levels of achievement and attitude changed since the last assessment of reading in 1984 and the assessment of written expression in 1978?

4. What relationships exist between student achievement and classroom practices?

5 What recommendations are suggested by the collected information?

1.4 Organization of the Assessment

The organizational structure of the 1988 Assessment, shown in Figure 1.1, involved two major groups - the Student Assessment Branch and a Contract Team - and followed procedures established for previous B.C. assessments.

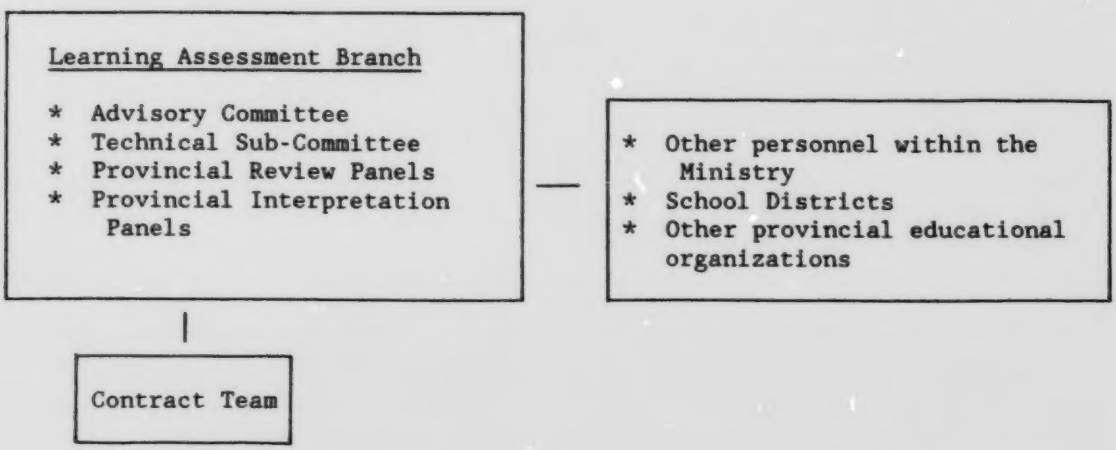

Figure 1.1 Organizational Structure of the 1988 Reading Assessment

1.4.1 The Student Assessment Branch

The Student Assessment Branch was responsible for and co-ordinated all activities including communication with Ministry, school district, and other educational organizations. As well, the Assessment Branch convened the following committees and panels:

1. The Advisory Committee - composed of teachers, administrators, teacher educators, representatives of the Contract Team, and members of the Student Assessment Branch - which provided advice and review during development phases, and assisted with Interpretation and Review Panel meetings.

2. The Technical Subcommittee - composed of technical representatives from the Contract Team and Student Assessment Branch - which assumed responsibility for decisions concerning technical and statistical issues.

3. Review Panels - composed of teachers, administrators, and reading specialists - which subjected all potential achievement survey items to evaluative scrutiny.

4. Interpretation Panels - composed of teachers, administrators, and school trustees - which determined acceptable and desirable standards of performance, and evaluated actual student performance in the light of these standards.

1.4.2 The Contract Team

The Contract Team, from Horizon Research and Evaluation Affiliates, included two language arts research consultants, a member of the College Foundations Division of Vancouver Community College, an elementary teacher/administrator and a secondary teacher. Resource teams of four teachers at each of grade 4, 7, and 10 assisted in the preparation of items and marking scales. The Contract Team identified candidate objectives from the provincial curriculum guides, developed tables of specifications based on the Advisory Committee's deliberations, designed all instruments and scoring procedures used in the assessment, prepared the Technical Report, and assisted in the preparation of the Provincial Report.

1.5 Nature of the Assessment

Reading and written expression are unique among instructional areas assessed in British Columbia: they cannot be adequately defined as domains of content. Students acquire language skills, strategies, experiences and attitudes; they do not acquire reading or writing "knowledge." Further, written forms of language pervade all curricula; they are not restricted to "language arts." The most logical focus for assessing achievement in both writing and reading, then, is on performance - on the understanding with which students read both literature and content area material and the competence they display as they write in response to both broadly structured and more narrowly focused tasks.

1.6 Design of the Achievement Tasks

Initial meetings of the Contract Team, Technical Subcommittee, and Advisory Committee established the achievement domains and objectives or outcomes to be assessed. Language arts goals and outcomes from various curriculum areas were identified and those reading and writing behaviours that were judged to be most important were selected for assessment.

1.6.1 Reading

For reading, tables of specifications were prepared for two forms at each grade level: a multiple-choice form and a form where students were asked to construct responses.

The tables of specifications for reading focused exclusively on comprehension and included three domains for the multiple-choice form:

Literal comprehension: understanding explicitly stated information; little analysis, translation, or evaluation is required.

Inferential comprehension: inferring meaning through reorganization, translation, and generalization, and through recognizing and interpreting relationships.

Critical comprehension: making a personal response to text; and evaluating material in such terms as purpose, source bias, validity, relevance, and technique.

These descriptions are similar to those presented by Tuinman and Kendall in 1980, and used by Jeroski in 1984. It is important to note that the written-response form focused exclusively on higher levels of comprehension - inferential and critical comprehension - and did not lend itself to description by a traditional table of specifications.

The nature and difficulty of reading achievement items are determined as much - if not more - by the reading passages as by the items. The Advisory Committee was asked to determine the relative importance of dealing with poetry and essays, as well as narrative and informative materials. Potential stimulus passages were sought from a number of sources, which included textbooks and anthologies intended for use at the grade levels concerned, but not currently prescribed or authorized in B.C., newspapers, magazines, and trade books.

Table 1.1 shows the domains, types of stimulus materials, and the number of associated items assessed by the multiple-choice forms at each grade level; Table 1.2 displays the objectives assessed by the written-response forms.

Table 1.1
Tables of Specifications: Multiple-Choice Reading Forms

Grade	Stimulus Material	Number of Items			
		Literal	Inferential	Critical	Combined
4	Narrative (Literary)	7	8	1	16
	Poetry	3	2	0	5
	Informative	10	4	1	15
	COMBINED	20	14	2	36
7	Narrative (Literary)	5	7	2	14
	Poetry	0	3	1	4
	Informative	9	2	3	14
	Essay	2	2	4	8
	COMBINED	16	14	10	40
10	Narrative (Literary)	2	4	2	8
	Poetry	0	4	2	6
	Informative	6	4	4	14
	Essay	2	5	5	12
	COMBINED	10	17	13	40

Table 1.2
Specifications: Written-Response Reading Forms

Domain/Stimulus/Objective	Included at Grade: 4	7	10
INFERENTIAL COMPREHENSION			
Narrative			
Makes/substantiates inferences about a character	*	*	*
Predicts or infers outcome	*		*
Composes questions to extend meaning	*		
Infers cause		*	
Infers characters' emotions		*	
Poetry			
Infers central idea	*	*	*
Infers cause		*	
Interprets poetic language			*
Paraphrases information			*
Informative			
Locates/organizes information	*		*
Uses information to solve a new problem			*
Essay			
Composes questions to clarify/extend meaning		*	
CRITICAL COMPREHENSION (INCLUDING PERSONAL RESPONSE)			
Narrative			
Infers author's purpose/intent/attitude	*	*	*
Identifies author's technique	*		
Projects into a selection	*		
States/supports opinion of a selection	*	*	*
Poetry			
Infers author's attitude	*		*
Evaluates author's strategy			*
Explains preference between two selections	*	*	*
Essay			
Evaluates selection in terms of purpose		*	
Evaluates selection in terms of audience		*	

1.6.2 Written Expression

Specifications were developed for two test forms for written expression. On one form, students were asked to choose one of two prompts and to compose an extended piece of writing. In order to ensure that all students would be able to respond with some fluency, one prompt focused on personal experiences while the other suggested an imaginative narrative. The second test form called for two pieces of more focused writing to represent content area tasks. At all grade levels, students were asked to provide a short description and to offer their opinions on an issue of interest to their age group.

1.7 Item Development

Resource Teams at each grade level selected materials and prepared items to specifications given. The Contract Team, Advisory Committee and Technical Subcommittee reviewed items, edited and revised as required, and deleted those of inappropriate content or difficulty-level. Review Panels were convened at various locations in the province to examine materials, comment on objective-item congruence, rate passages for appropriateness, difficulty-level and interest-level, and judge items to be essential, satisfactory, or not useful.

Based on the Review Panel comments, items were revised, some passage/item sets deleted, additional passages/items prepared, and field test forms, consisting of approximately 40 items each, assembled and administered to approximately 100 students each. Schools which participated in the field tests are listed in Appendix A. Because all grade 4, 7, and 10 classes in B.C. were required to respond to the final forms in May, 1984, the field test sample was drawn from grades 5, 8, and 11. Analysis of student responses and teacher and student comments provided the basis for final item selection. No serious problems with any of the instruments emerged during field testing.

At grades 7 and 10, a number of reading items were included to permit comparisons of 1984 and 1988 performance. The estimation of changes in student performance over time is a major objective of the B.C. Assessment Program; however the number of "change" items which could be included was severely limited because most of the 1984 comprehension items were subsequently used to develop classroom achievement tests. At grade 4, no appropriate comparison items could be identified because the only passage/item sets not widely available on classroom achievement tests had extremely high percent-correct values in 1984; statistical regression toward the mean was likely to obscure true change on such items.

1.8 Development of Marking Scales and Procedures

Similar procedures were used to develop marking scales for the written expression forms and the written-response reading tasks:

1. Multiple copies of field test responses were prepared and distributed to teams of three or four teachers.

2. Teachers individually sorted papers into categories representing the number of levels of quality they were able to distinguish.

3. Team members compared classifications, discussed individual papers, and reached consensus on the number of categories and the placement of individual papers within categories.

4. Teams identified salient characteristics of the writing in each category and selected representative sample papers.

5. Descriptions were refined to produce rating scales.

6. A second group of teachers field tested the scales and suggested revisions.

7. Room leaders (chairpersons for marking sessions) were trained in the use of the scales using responses from the May assessment; they suggested further revisions and selected "anchor" and training papers.

8. Final versions of the scales and marking instructions were prepared (these appear in Appendices B and C).

1.9 Selection and Development of Attitude Scales

Both 1980 and 1984 reading assessments included the Estes Reading Attitude Scale (Estes, Johnstone, & Richards, 1975) at all grade levels; results confirmed the reliability, validity, and utility of the scale. The Estes scale was included in the 1988 assessment to permit estimation of change in the affective domain. A similar scale, consisting of a subset of items from the Attitude toward Writing Scale (Jeroski, 1982) was assigned to one of the written expression forms. These scales appear as part of Appendices B and C.

1.10 Development of Measures for Assessing Strategies

Candidate items for self-report scales to probe students' use of various reading and writing strategies were developed to reflect research and current instructional practices. The Advisory Committee reviewed tentative lists of items, suggested additions and deletions, and established priorities. The Technical Subcommittee refined the items and developed the scales which appeared on Forms W (written-response reading) and Form E (extended writing). These scales appear as part of Appendices B and C.

1.11 Psychometric Characteristics of the Instruments

Psychometric characteristics of the test forms are summarized in Tables 1.3 and 1.4. Internal consistency reliability estimates ranged from 0.55 to 0.88 for achievement scales, with higher reliabilities associated with greater numbers of items; and from 0.86 to 0.93 for attitude scales.

Reliability estimates associated with written-response scoring were highest where scores resulted from the sum of two or more ratings; lowest for the analytic scoring where only one reader scored the papers and variance was relatively low.

Table 1.3
Provincial Means, Standard Deviations
and Reliability Estimates: Objective Scales

Grade	Form	Scale	Items*	Mean	sd	rel**
4	M	Literal comprehension	20	14.7	4.1	.82
		Inferential comprehension	16	10.8	3.2	.76
		Achievement total	36	25.5	6.9	.88
		Estes Attitude to Reading	15-75	58.3	9.9	.86
	E	Attitude toward Writing	10-50	38.1	6.2	.75
7	M	Literal comprehension	16	11.9	3.1	.73
		Inferential comprehension	14	10.7	2.6	.68
		Critical comprehension	10	6.6	2.2	.62
		Achievement total	40	29.2	6.9	.87
		Estes Attitude to Reading	15-75	56.0	10.5	.91
	E	Attitude toward Writing	10-50	35.7	7.0	.83
10	M	Literal comprehension	10	7.0	2.3	.66
		Inferential comprehension	17	11.5	3.5	.73
		Critical comprehension	13	7.7	2.5	.55
		Achievement total	40	26.2	7.2	.85
		Estes Attitude to Reading	15-75	53.9	11.4	.93
	E	Attitude toward Writing	10-50	34.0	7.5	.86

*Entries in this column for "Estes Attitude toward Reading" and "Attitude toward Writing" are the range of possible scores.

**Cronbach's Alpha reliability coefficient.

Table 1.4
Provincial Means, Standard Deviations and
Reliability Estimates: Written-Response

Grade	Form	Scale	Raters	Score Range	Mean	sd	rel*
4	W	Inferential comprehension	1	0-10	5.8	2.1	.83
		Critical comprehension	1	0-12	5.6	2.0	.83
	S	Descriptive writing	2	2-8	4.9	1.5	.83
		Opinion writing	2	2-8	4.9	1.5	.88
	E	Holistic score	2	2-12	8.5	1.7	.78
		Analytic scores: style	1	1-4	3.0	0.7	.51
		structure	1	1-4	3.0	0.7	.45
		mechanics	1	1-4	3.0	0.8	.62
7	W	Inferential comprehension	1	0-16	10.6	2.7	.82
		Critical comprehension	1	0-10	6.5	2.1	.80
	S	Descriptive writing	2	2-8	4.4	1.5	.83
		Opinion writing	2	2-8	4.6	1.4	.76
	E	Holistic score	2	2-12	6.9	1.9	.78
		Analytic scores: style	1	1-4	2.6	0.7	.37
		structure	1	1-4	2.7	0.7	.33
		mechanics	1	1-4	2.7	0.8	.44
10	W	Inferential comprehension	1	0-14	8.0	2.6	.79
		Critical comprehension	1	0-10	4.7	2.0	.69
	S	Descriptive writing	2	2-8	5.0	1.6	.86
		Opinion writing	2	2-8	5.0	1.6	.83
	E	Holistic score	2	2-12	6.8	2.0	.80
		Analytic scores: style	1	1-4	2.9	0.7	.51
		structure	1	1-4	2.8	0.8	.57
		mechanics	1	1-4	2.9	0.8	.43

*Cronbach's Alpha reliability coefficient.

1.12 Student Background Characteristics

At each grade level, students were asked to complete a series of questions related to biodemographic characteristics, reading and other leisure activities, school and classroom characteristics, and extent of reading material in their homes. Results of these questions and associations among these variables and affective and achievement outcomes are summarized in Chapters 4 through 6 of this report. Response distributions are shown in Appendix B.

1.13 Program Variables

In all classes, teachers received a set of ten questions which asked them to rate the importance of each of ten features or activities to their reading/literature programs. They were instructed to dictate responses to students for recording on the machine-scorable answer sheets which accompanied the multiple-choice forms (Form M).

In the samples of classrooms where students completed Forms W (written-response reading), E (extended writing) and S (shorter writing), teachers were asked to respond to an extensive questionnaire about instructional and evaluation practices for both reading and writing.

Potential items for these questionnaires were drawn from previous research and from a province-wide survey conducted by Curriculum Branch in 1987. The The Technical Subcommittee designed the final forms based on the recommendations of the Advisory Committee.

1.14 Sampling Procedures

The sampling procedure was designed to select approximately 3000 students in grades 4, 7, and 10 to write each of the written-response forms (Form E, Form S, and Form W). All schools in British Columbia provided lists which identified each class with students in grades 4, 7, and 10; for each grade, classes were randomly selected from the list of all classes in the province. For grades 4 and 7, every fourth class was selected and one-third of the selected classes was randomly assigned to write each of the three forms. This yielded a sample of 170 classes to write each form. For grade 10, every third class was selected and one-third of the selected classes was randomly assigned to write each of the three forms. This yielded a sample of 150 classes to write each form.

Table 1.5 gives the sample size and return rates for each form at each grade level.

Table 1.5

Provincial Sample and Return Rates for Written-Response Forms

	Form	Number of Students In Sample	Number of Forms Returned	Return Rate
Grade 4:	E	3050	2659	89%
	S	2950	2938	99%
	W	3230	3035	94%
Grade 7:	E	3230	2875	89%
	S	3450	3100	90%
	W	3275	3237	99%
Grade 10:	E	3450	2794	81%
	S	3300	2845	86%
	W	3250	2653	82%

1.15 Packaging, Distribution and Administration: Final Forms

Student Assessment Branch prepared packages of material for each school, which were distributed by courier in the two-week period preceding test administration. Each package included instructions to the principal and teachers for scheduling, administering, and returning the tests; sufficient copies of the multiple-choice reading test along with machine-scorable response sheets for all students at grade 4, 7, and 10; class sets of the written-response reading test and the written expression forms for those classes drawn in the respective samples. The assessment tests were completed between May 24 and May 27.

Form M (multiple-choice reading test) was to be written by all students. Return rates, calculated as the percent of eligible students (according to Fall 1987 enrollment data) for whom responses were received, were 100% at grades 4 and 7; 80% at grade 10.

1.16 Scoring and Analyses

Form M (multiple-choice reading) responses were machine-scored; Forms W (written-response reading), E (extended writing) and S (shorter writing) were scored by marking committees which included approximately 150 B.C. teachers in a five-day marking session in Vancouver in June, 1988. Four marking committees at each grade level used the scales and procedures described earlier in this section to score over 25 000 student papers. Members of the marking committees are listed in Appendix A.

- Form W. Readers dealt with one item at a time. Training and calibration papers were provided for each item; scoring was monitored by room leaders. Reliability estimates were based on a sample of 100 papers which were photocopied and randomly inserted into the marking packages.

- Form E. Two separate marking teams were involved in scoring the extended writing. Papers were scored holistically by one marking team, with each paper receiving two independent readings. Room leaders monitored agreement among readers and adjudicated any scores which were discrepant by more than one scale-point. Training and calibration papers were provided and re-calibration sessions held twice each day. All papers were scored by a second team of readers where one reader assigned analytic ratings for three elements: style, structure, and mechanics (conventions of standard English). Room leaders again conducted training and re-calibration sessions and monitored consistency of the scoring.

- Form S. The shorter writing samples were scored holistically by one marking team, with each paper receiving two independent readings. Readers were first trained to score the opinion pieces; on the third day of the marking session, they turned their attention to the descriptive writing. Room leaders monitored agreement among readers and adjudicated any scores which were discrepant by more than one scale-point. Training and calibration papers were provided and re-calibration sessions were held twice each day.

For achievement items, mean percent correct was computed as the number of items correct out of the total number of items in each domain. The reported coefficients for internal consistency are Cronbach's Alpha.

For attitude toward reading (Estes), a response of strongly agree was coded as 5 for statements 3, 6, 10, 13, and 14. For the other statements, strongly agree was coded as 1. Student scores were computed as the total for 15 items (out of 75). A score was not computed for students who did not respond to all 15 items.

Responses for the questions on Form W were recoded to a 0, 1, 2 scale according to judgements of unacceptable, acceptable, and superior response categories. Total scores were based on the 0, 1, 2 codes. In the computation of correlations and comparisons among subgroups for Form W, students were eliminated from the analysis if they omitted 7 or more questions in grade 4, 9 or more questions in grade 7, and 8 or more questions in grade 10.

1.17 Interpretation and Reporting

Three Interpretation Panels, one at each grade level, were formed to assist in the interpretation of student achievement data. (see Appendix A for a list of participants). Members of the Advisory Committee served as chairpersons. Panels met in Richmond in early July. Prior to the meeting, panel members read the questions and recorded expectations for two levels of performance for each question:

- "Acceptable" - What minimum percentage of students must get the question correct in order for student performance to be considered as acceptable? The panel member would feel that this level of performance would indicate that the program had been adequately implemented.

- "Desirable" - What would be a desirable level of performance to strive towards? If the program had been effectively implemented, what percentage of students would be expected to get each question correct?

At the meeting, panel members were given the provincial results for each question. After comparing the percentage correct on each item with their expectations, panel members individually rated student performance on each item on a five-point scale:

Strong:	The provincial distribution of results represents outstanding student performance showing a definite strength in the English language arts program.
Very Satisfactory:	This level of performance indicates a strength in the program. It is the level of performance that might be expected if the program is effectively implemented.
Satisfactory:	Student performance is acceptable. This level of performance would be expected if the program is adequately implemented.
Marginal:	Student performance is slightly less than satisfactory. It indicates an area that needs improvement but is not a major weakness.
Weak:	Student performance is definitely unsatisfactory and indicates a major weakness in the program.

Panel members then worked in small groups and as a total group to reach consensus on ratings for each item. Panel members gave ratings to performance on the clusters of items that constituted each domain. Domain ratings were reached through a review of the ratings assigned to the individual items in each domain. Panel members identified the minumum provincial average for each domain that would be considered to be satisfactory; the minumum average to be considered as very satisfactory was also identified.

The Interpretation Panels were also asked to set standards of performance for each Domain and for the total test score, by responding to the questions, "What level would a student have to reach for you to rate the performance as Excellent? Very Good? Satisfactory?" Scores below the "Satisfactory" standard were considered "Unsatisfactory." Panel members used the following definitions in thinking of students in their classrooms at each of the levels:

Excellent:	The student has achieved a superior level of performance, and has frequently given evidence of outstanding achievement. The student has mastered the goals of the curriculum and is achieving above grade level expectations. The student is capable of handling more advanced levels with ease.
Very Good:	The student has achieved an above-average level of performance, and has occasionally demonstrated a superior level of achievement. The student has mastered most of the goals of the curriculum and is capable of handling more advanced levels without difficulty.
Satisfactory:	Performance at this level ranges from minimally acceptable to fully satisfactory. The student has achieved the basic goals of the curruculum at a level which would enable further study at a more advanced level. Top students in this category would be able to perform satisfactorily at a more advanced level. The weaker students in this category would likely experience some difficulty with study at a more advanced level.
Unsatisfactory:	The student has failed to achieve the basic goals of the curriculum, and is not capable of moving to the next level of study. Further study at the student's current level would be advised.

The panel was then informed of the median score assigned by panel members, and the percentage of students falling within each category was also identified. Panel members were given the opportunity to modify their initial estimates.

The following reports and related documents were prepared following the Interpretation Panels:

1. The Provincial Report, prepared by the Student Assessment Branch with the help of the Contract Team, which summarizes results and recommendations.

2. This Technical Report, prepared by the Contract Team, which provides a detailed report of all aspects of the assessment.

3. Update, a brochure prepared by Student Assessment Branch, which presents highlights and recommendations.

4. District Reports for each of the 75 B.C. school districts which describe results for the student population within the relevant district.

5. School Reports for each B.C. school which present results for the student population within the individual school.

6. School and District Interpretation Guidelines which outline procedures to be followed by individual schools and districts in interpreting local results.

The Provincial Report and the Update are intended for general distribution; the Technical Report is intended for those individuals who require detailed information on procedures and indiviual item results. District and School Reports are provided to only the District Superintendent concerned.

1.18 Organization of the Technical Report

Subsequent chapters of this report are described below:

- Chapter 2 presents reading performance results including achievement, attitudes, and strategies, for grades 4, 7, and 10, along with Interpretation Panel judgements.

- Chapter 3 presents writing performance results including achievement, attitudes, and strategies, for grades 4, 7, and 10, along with Interpretation Panel judgements.

- Chapter 4 describes background characteristics of the students who participated, including program features based on information from their teachers.

- Chapter 5 deals with associations among student achievement, background and program variables, and affective characteristics.

- Chapter 6 summarizes key results, and presents conclusions and recommendations.

A series of appendices include all assessment instruments along with detailed results for each test item and lists of teachers who participated in various phases of the assessment.

CHAPTER 2

STUDENT PERFORMANCE IN READING

2.1 Overview

Results reported here focus on current status and changes over time in three areas of reading performance and response:

Reading Comprehension. The ability of students to read a variety of materials with understanding is the key criteria by which reading curricula and instruction are judged. Three domains of comprehension are described in B.C. curriculum guides:

- Literal Comprehension or the ability to grasp information which is explicitly stated.
- Inferential Comprehension or the ability to derive meaning which is implicit through mental operations such as making predictions, synthesizing, reorganizing, translating, generalizing, interpreting relationships, or drawing conclusions.
- Critical Comprehension which requires that students evaluate or make a judgement about what they read in such terms as purpose, validity, relevance, or technique. The ability to offer a personal response to a selection is generally regarded as a prerequisite to more formal analysis and criticism.

Attitude toward Reading. A second important outcome of a successful reading program is that students value and enjoy reading - that they express positive opinions and seek out independent reading experiences.

Strategies for Reading. Students' abilities to read with understanding and enjoyment are dependent upon their control of a variety of strategies for composing meaning; thus, the strategies they report using at various stages of a reading activity offer an important secondary indicator of the effects of a reading program.

Reading performance results at each of grades 4, 7, and 10 are derived from two test forms. The first, Form M, was administered to all B.C. students at the relevant grade level. This form included an attitude survey and a series of reading passages, each accompanied by multiple-choice questions. Provincial, school and district results were calculated for this form. The second, Form W, was administered to approximately 3000 students in a random sample of classrooms at each grade level. Only provincial results were calculated for this form which included a number of questions about reading strategies and featured a series of reading passages, each accompanied by one or more questions which required students to compose an extended response. (Complete test forms and results are presented in Appendix B.)

Reading passages were selected to reflect the range of materials students at various grade levels are expected to deal with in English language arts and the content areas. Stories, informative articles, essays, and poetry were selected from published materials including trade books, textbooks from other provinces, newspapers, and magazines. Most selections are by Canadian authors. Sample selections and items appear in this chapter as Figures 2.1, 2.2, and 2.3.

Interpretation Panels, convened by the Student Assessment Branch, reviewed provincial results for reading comprehension and rated student performance in each domain and on each test form as: Strong, Very Satisfactory, Satisfactory, Marginally Satisfactory, or Weak. As well, they made judgements about acceptable and desirable levels of performance, and established cut-points to identify the percent of students whose achievement could be considered "excellent," "very good," "satisfactory," and "unsatisfactory". (This process is described in Chapter 1.) The deliberations of the Interpretation Panels are summarized here, along with the conclusions of the Contract Team. Comments concerning student attitudes and strategies are solely those of the Contract Team.

2.2 Grade 4 Reading Comprehension

Overall, the Interpretation Panel rated grade 4 reading comprehension as Very Satisfactory. No areas of weakness were noted. Results are summarized in Tables 2.1 through 2.5.

At grade 4, 36 483 students (100% of provincial enrollment) responded to 36 multiple-choice items based on five selections: a story about a cat who outwits some monkeys; a story told by a whale; an article about the mola fish; an article about the creator of Garfield; and a poem. A sample of 3035 students also composed answers to 10 written-response items based on a poem and a story about a handicapped cat, along with three selections which also appeared on the multiple-choice form. "Whalespeech," which appeared on both test forms, is reproduced on the following page as Figure 2.1 along with three of the multiple-choice items.

Results for the multiple-choice items are summarized in Table 2.1 which includes the Interpretation Panel's standards for Satisfactory and Very Satisfactory performance, and the Panel's rating of the results. Student performance is expressed as the mean or average percentage of correct responses for all students. Results for individual items are shown in Tables 2.2 and 2.3.

As shown in Table 2.1, B.C. student performance exceeded the Panelists' minimum standards for Very Satisfactory performance on both domains. On average, students chose the correct response for over 73% of the questions which required literal comprehension (see, for example, items M22 and M24 in Figure 2.1). Most items were answered correctly by between 70% and 90% of students. The most difficult item was answered correctly by 55% of students; the easiest, by 92%. In most cases, students appeared to have little difficulty understanding information which was explicitly stated in the passage.

Whalespeech

Some of you surface-people call me a humpbacked whale. I don't like that name. Other surface-people call me the Great Winged Angel. I think they mean my fins look like wings when I am swimming deep under the salty ocean. I like Great Winged Angel better as a name. But I really don't need a name. I know who I am.

I live in the ocean that you surface-people call the Pacific. Swimming from the warm ocean near Hawaii to the cool waters near British Columbia is fantastic! There's nothing like a frisky dive off Vancouver Island to make a young whale feel great!

My mother told me that you surface-people weren't always our friends. Some of you aren't very friendly even now, let me tell you. I'm glad I wasn't swimming when the whaleboats were chasing and killing us. My grandfather was stuck by a horrible harpoon and hauled into a whaleboat. My mother can sing a song about him. I'm learning to sing it, too.

Now that we can talk to each other, whales and surface-people will surely get along just fine. We really should, you know. It's for your own good. There's lots you don't know and understand.

SAMPLE MULTIPLE-CHOICE ITEMS AND RESULTS

M22 [Literal] The character who is telling this story likes to be called

%			
4	A.	Frisky diver.	
8	B.	Surface-person.	
7	C.	Humpbacked whale.	RATING: VERY SATISFACTORY
79	D.	Great Winged Angel.	

M24 [Literal] What happened to "grandfather" in this story?

87	A.	He was killed by whalers.	
4	B.	He was put into an aquarium.	
4	C.	He learned to talk to surface-people.	RATING: STRONG
3	D.	He turned into a Great Winged Angel.	

M27 [Inferential] Which of the following words best describes the character who is telling this story?

7	A.	Angry.	
79	B.	Friendly.	
5	C.	Surprised.	RATING: VERY SATISFACTORY
8	D.	Frightened.	

Figure 2.1 Narrative selection and sample items: Grade 4

Table 2.1
Summary of Reading Comprehension Results
(Multiple-Choice Items): Grade 4

Level of Comprehension	N of Items	Panel Minimum Standards		Mean % Correct	Panel Rating*
		Satisfactory	V. Satisfactory		
Literal	20	60	70	73.7	VS
Inferential & critical	16	55	65	67.7	VS
COMBINED •	36	58	68	71.1	VS

*Based on a five-point scale: Strong (ST); Very Satisfactory (VS); Satisfactory (S); Marginally Satisfactory (MS); Weak (W).

Table 2.2
Provincial Results for Grade 4:
Domain 1, Literal Comprehension (Multiple-Choice Items)

Item Number	Description	Percent Correct	Panel Consensus*
2	Relationship (cause-effect) - information (Garfield)	92.1	ST
24	Relationship (cause-effect) - narrative (Whalespeech)	86.8	ST
10	Relationship (cause-effect) - narrative (Monkeys)	86.1	ST
8	Comparison - narrative (Monkeys)	83.6	VS
3	Supporting information - information (Garfield)	80.9	VS
22	Central idea - narrative (Whalespeech)	79.3	VS
4	Supporting information - information (Garfield)	78.7	S
34	Supporting information - information (Fish)	78.1	VS
23	Supporting information - narrative (Whalespeech)	77.8	S
33	Supporting information - information (Fish)	76.7	VS
32	Supporting information - information (Fish)	74.9	VS
17	Supporting information - poetry (My Dog)	72.5	S
29	Central idea - information (Fish)	72.2	S
9	Supporting information - narrative (Monkeys)	71.9	S
31	Central idea - information (Fish)	69.0	S
16	Supporting information - poetry (My Dog)	65.8	VS
18	Supporting information - poetry (My Dog)	59.1	S
1	Supporting information - information (Garfield)	58.4	M
25	Central idea - narrative (Whalespeech)	56.2	S
30	Central idea - information (Fish)	54.6	M

Mean performance = 73.7%

PANEL CONSENSUS DOMAIN RATING: VERY SATISFACTORY

*ST = Strong; VS = Very Satisfactory; S = Satisfactory; M = Marginally Satisfactory; W = Weak (See Chapter 1 for definitions of these ratings).

Table 2.3
Provincial Results for Grade 4:
Domain 2, Inferential/Critical Comprehension (Multiple-Choice Items)

Item Number	Description	Percent Correct	Panel Consensus
21	Conclusion - narrative (Whalespeech)	91.8	ST
28	Recognizes attitude - narrative (Whalespeech)	86.9	ST
15	Conclusion - narrative (Monkeys)	83.6	VS
14	Conclusion - narrative (Monkeys)	81.2	VS
11	Cause - narrative (Monkeys)	79.0	VS
27	Generalization - narrative (Whalespeech)	78.5	VS
6	Sequence - information (Garfield)	75.8	VS
7	Central idea - information (Garfield)	70.4	S
13	Conclusion - narrative (Monkeys)	69.6	VS
5	Cause - information (Garfield)	67.5	S
12	Generalization - narrative (Monkeys)	65.7	VS
20	Central idea - poetry (My Dog)	63.9	S
26	Central idea - narrative (Whalespeech)	55.3	S
36	Comparison - information (Fish)	54.7	S
35	Conclusion - information (Fish)	34.3	S
19	Conclusion - poetry (My Dog)	25.4	S

Mean performance = 67.7%

PANEL CONSENSUS DOMAIN RATING: VERY SATISFACTORY

Both student performance and Panel expectations were somewhat lower for inferential/critical comprehension on the multiple-choice questions, reflecting the more sophisticated reading and thinking skills these questions required (see, for example, item M27 in Figure 2.1). Panelists considered the fact that on average, students responded correctly to over two-thirds of the questions, to be Very Satisfactory. Most items were answered correctly by between 55% and 85% of students. Students demonstrated facility in answering questions based on the stories; they had more difficulty with those associated with the article about mola fish and with the poem.

Students' written responses to the items on Form W provided additional insights into their inferential and critical reading skills. For each item, Interpretation Panelists identified the levels of performance they would consider "minimally acceptable" - representing achievement of the basic goals of the curriculum in an adequately implemented program - and "superior" - representing desirable achievement in an effectively implemented program.

The following questions, associated with "Whalespeech," (see Figure 2.1) probed the extent to which students were able to think beyond the words of the text and to respond to what they read:

Inferential: Composes questions to extend meaning.

W6 Make up two questions that you could ask the whale who is telling this story to help you learn interesting facts about whales.

80% minimally acceptable responses (i.e., students composed at least one clear, focused question which was consistent with the text).

Rating: Very Satisfactory.

Critical: Infers author's purpose.

W7 Why do you think the author decided to have the whale tell this story?

76% minimally acceptable responses (i.e., focused on author's feelings about the whale or on interest level; superior responses addressed development of empathy).

Rating: Very Satisfactory.

Critical/Personal Response: Projects into a selection.

W8 What would you say to this whale if you could send a message to it? Write your answer in a few sentences.

75% minimally acceptable responses (i.e., message was clearly related to story information, but could be very brief. Superior responses were elaborated).

Rating: Satisfactory.

The written-response items were scored using rating scales which described various levels of quality. Table 2.4 describes each of the written-response questions and indicates both actual performance level and the Panel's rating. Actual performance is expressed as percent of students who provided minimally acceptable responses and superior responses. Overall, Panelists viewed results of the written-response questions as Very Satisfactory and noted that students had generally provided more elaboration and evidence of logical thought than anticipated.

Students did have difficulty with two questions. Only 38% were able to interpret an extended metaphor in a poem. Panelists noted that this involved extremely sophisticated reading and thinking skills and judged the result to be Satisfactory. They suggested that achievement levels might be further enhanced by increasing the focus on literature, especially poetry, in the primary grades. The second question which posed some difficulty invited students to decide whether they would give one of the stories to a friend to read, and to explain their answers. Forty-four percent offered at least some substantiation. Noting that many students were clearly unaccustomed to writing responses to questions which asked them to express and elaborate their opinions, Panelists rated this result Satisfactory but emphasized the need for materials, questions, and evaluation resources which prompt such responses. They also speculated that classroom and small group discussion activities along with collaborative learning and sharing could engage students in the higher level thinking skills required.

Table 2.4
Summary of Reading Comprehension Results
(Written-Response Items): Grade 4

Domain/Objective (Type of Passage)	% Responses Accept.	% Responses Superior	Panel Rating*
INFERENTIAL COMPREHENSION			
Makes inferences about a character (narrative)	95	35	VS
Predicts outcome (narrative)	95	10	VS
Composes questions to extend meaning (narrative)	80	58	VS
Locates/organizes information (informative)	67	37	S
Infers central idea (poem)	38	28	MS
CRITICAL COMPREHENSION (INCL. PERSONAL RESPONSE)			
Infers author's attitude (poem)	89	53	VS
Infers author's purpose (narrative)	76	11	VS
Identifies authors technique (narrative)	65	32	VS
Explains preference between two selections (poems)	75	3	S
Projects into a selection (narrative)	75	10	S
States/supports opinion of a selection (narrative)	44	22	S
OVERALL INTERPRETATION PANEL RATING: VERY SATISFACTORY			

*Based on a five-point scale: Strong (ST); Very Satisfactory (VS); Satisfactory (S); Marginally Satisfactory (MS); Weak (W).

Members of the Interpretation Panel were also asked to establish "cut-points" which would identify four specific levels of student achievement on the multiple-choice reading test: Excellent; Very Good; Satisfactory; and Unsatisfactory (please see Chapter 1 for a definition of these terms). As shown in Table 2.5 approximately 70% of B.C. grade 4 students achieved "very good" or "excellent" results for the multiple-choice reading test. Further, over 35% attained "excellence." These results must be viewed as evidence of an effective K-4 program, particularly when the participation rate of 100% is considered. (Descriptions of both the student population and program characteristics appear in Chapter 4.)

Table 2.5
Percent of Students at Specified
Levels of Achievement: Grade 4

Level of Comprehension	Percent of B.C. Students			
	Unsatisfactory	Satisfactory	Very Good	Excellent
Literal	12.88	19.39	25.52	42.21
Inferential & critical	16.97	22.70	23.71	36.62
COMBINED	14.52	22.48	27.55	35.45

Overall, results described in this section are encouraging. Clearly, most students leave the primary grades able to deal effectively with a variety of reading materials and activities. Interpretation Panelists found no areas of serious concern. On the other hand, they noted a number of strengths, including students' abilities to understand key ideas and make inferences about the stories they read. (Generally, students found stories the easiest to deal with; poems, the most difficult.)

The rating of Very Satisfactory should not, however, lead to complacency about B.C. programs. As the Interpretation Panel noted, the relatively high level of current performance should be regarded as a firm basis for moving toward excellence. Further, the 12% to 17% of students who were unable to reach satisfactory levels of performance are likely to be at some risk as they encounter the increasing reading demands of upper elementary and high school grades. The reading problems of these students should be viewed as a challenge to the education system.

Panelists suggested that the current performance for literal comprehension might be further enhanced through instructional strategies which emphasize rereading text to locate, confirm and reorganize information. They also noted the importance of continued emphasis on reading materials and learning strategies which focus on higher-level thinking skills.

2.3 Grade 7 Reading Comprehension

The Interpretation Panel rated grade 7 reading comprehension, overall, as Very Satisfactory and noted a number of instances of strong performance. No areas of weakness were noted. Results are presented in Tables 2.6 through 2.11.

At grade 7, 35 291 students (100% of provincial enrollment) responded to 40 multiple-choice items based on six selections: a short story about a young runaway who wants to go home; an anecdote about a woman who steals a quarter from a waitress's tip; a student editorial about prejudice; an article about caving; a report on new discoveries about the pyramids; and a poem which is reproduced here as Figure 2.2. A sample of 3237 students also responded to 13 written-response items based on an excerpt from a novel by Monica Hughes and two poems by Canadian high school students along with two selections which appeared on the multiple-choice form. The story about the runaway and the article about caving had been used in 1984; thus, nine multiple-choice and two written-response items associated with these selections provided the basis for estimating changes in student achievement over the four years.

Results for the multiple-choice items are summarized in Table 2.6 which indicates Interpretation Panel standards and ratings for each domain and the total test, along with student performance expressed as mean percent of correct responses. Detailed item results are shown in Tables 2.7 through 2.10.

Table 2.6
Summary of Reading Comprehension Results
(Multiple-Choice Items): Grade 7

Level of Comprehension	N of Items	Panel Minimum Standards		Mean % Correct	Panel Rating*
		Satisfactory	V. Satisfactory		
Literal	16	64	72	74.4	VS
Inferential	14	62	72	76.3	VS
Critical	10	60	70	65.8	S
COMBINED	40	62	72	72.9	VS

*Based on a five-point scale: Strong (ST); Very Satisfactory (VS); Satisfactory (S); Marginally Satisfactory (MS); Weak (W).

YOU HAVE TWO VOICES

by Nancy Prasad

You have two voices when you speak
in English or your mother tongue.
When you speak the way your people spoke
the words don't hesitate but flow
like rivers, like rapids, like oceans of sound,
and your hands move like birds through the air.

But then you take a stranger's voice
when you speak in your new tongue.
Each word is like a stone dropped in a pool.
I watch the ripples and wait for more.
You search in vain for other stones to throw.
They are heavy. Your hands hang down.

You have two voices when you speak;
I have two ears for hearing.
Speak to me again in your mother tongue.
What does it matter how little I understand
when the words pour out like music
and your face glows like a flame.

SAMPLE MULTIPLE-CHOICE ITEMS AND RESULTS

M18 [Inferential] The poet compares words spoken in "a stranger's voice" with

%		
10	A.	music.
3	B.	birds through the air.
72	C.	stones dropped in a pool.
15	D.	rivers, rapids and oceans of sound.

RATING: SATISFACTORY

M19 [Critical] What do the details in the poem suggest about Nancy Prasad's feelings about people who come to Canada from other countries?

61	A.	She is understanding and sympathetic.
25	B.	She is curious about the places they have come from.
5	C.	She thinks they should forget about their old countries.
9	D.	She thinks they will never learn to speak English properly.

RATING: SATISFACTORY

Figure 2.2 Poetry selection: Grade 7

Table 2.7
Provincial Results for Grade 7:
Domain 1, Literal Comprehension (Multiple-Choice Items)

Item Number	Description	Percent Correct	Panel Consensus
1	Cause - narrative (Somebody's Son)	95.1	ST
3	Cause - narrative (Somebody's Son)	94.3	ST
27	Supporting information - information (Cement)	87.2	ST
4	Cause - narrative (Somebody's Son)	86.2	ST
21	Supporting information - narrative (Quarter)	82.4	VS
34	Conclusion - information (Caving)	78.0	S
10	Central idea - personal essay (Prejudice)	77.7	VS
20	Supporting information - narrative (Quarter)	76.9	S
30	Supporting information - information (Cement)	75.1	S
38	Relevant/irrelevant - information (Caving)	70.4	S
9	Cause - personal essay (Prejudice)	66.2	S
35	Supporting information - information (Caving)	65.8	M
32	Supporting information - information (Cement)	60.3	S
28	Supporting information - information (Cement)	60.0	S
29	Supporting information - information (Cement)	57.5	M
31	Central idea - information (Cement)	57.1	S

Mean performance = 74.4%

PANEL CONSENSUS DOMAIN RATING: VERY SATISFACTORY

Item-level results for literal comprehension are displayed in Table 2.7. Overall, results exceeded Panelists' minimum standard for Very Satisfactory performance. For the most part, students had little difficulty understanding key ideas, relationships, and supporting information when these were explicitly stated. In the case of narrative selections, performance on literal items was strong, exceeding 90% correct in some cases. Students had more difficulty responding to literal questions on a newspaper article about the pyramids; however, performance on individual items did not fall below 57%, and in most cases was judged Satisfactory by the Panel. The following items illustrate the nature of the items and the range of student performance. The first accompanied the story, "Somebody's Son"; the second was associated with "Cement Called Secret of Pyramids."

Literal Comprehension

M1 [Based on "Somebody's Son"]. Why wouldn't David go home without asking permission?

%		
1	A.	He didn't have a job.
3	B.	He hadn't graduated from college yet.
95	C.	His father had told him that if he ever left home, he should keep on going.
1	D.	He hadn't written home in a long time and he thought his parents would be worried.

RATING: STRONG

M29 [Based on "Cement Called Secret of Pyramids]. According to many experts on ancient Egypt, the pyramids were built by

%		
7	A.	deciphering hieroglyphics.
20	B.	pouring cement into molds.
57	C.	hauling stone blocks into place.
14	D.	processing chemicals, minerals and ores.

RATING: MARGINALLY SATISFACTORY

Table 2.8
Provincial Results for Grade 7:
Domain 2, Inferential Comprehension (Multiple-Choice Items)

Item Number	Description	Percent Correct	Panel Consensus
2	Conclusion - narrative (Somebody's Son)	92.4	ST
22	Conclusion - narrative (Quarter)	86.5	VS
15	Central idea - personal essay (Prejudice)	80.9	VS
36	Conclusion - information (Caving)	80.3	VS
7	Relationship - narrative (Somebody's Son)	80.0	VS
37	Generalization - information (Caving)	79.1	VS
23	Conclusion - narrative (Quarter)	78.9	VS
5	Generalization - narrative (Somebody's Son)	74.5	S
25	Central idea - narrative (Quarter)	74.2	VS
18	Comparison - poetry (Two Voices)	71.9	S
11	Cause - personal essay (Prejudice)	70.8	S
24	Cause - narrative (Quarter)	68.0	S
16	Conclusion - poetry (Two Voices)	66.5	S
17	Central idea - poetry (Two Voices)	64.3	S

Mean performance = 76.3%

PANEL CONSENSUS DOMAIN RATING: VERY SATISFACTORY

Grade 7 students performed well on multiple-choice items that required them to make inferences or interpret implicit information (see Table 2.8). The Panel's overall rating of Very Satisfactory seems somewhat conservative, given that, on average, over 76% percent of students answered these items correctly, substantially exceeding the Panel's standard of 72% for "Very Satisfactory" performance. Further, eleven of the fourteen items were answered correctly by over 70% of the students. The most difficult item in this domain (64% correct) was associated with the poem, and is shown in Figure 2.2. Inferential comprehension was also assessed by a number of written-response questions; results of these are displayed in Table 2.10.

Ten items on the multiple-choice form assessed critical comprehension, the ability to evaluate and make judgements about information, and about the author's intentions and writing techniques. Results are shown in Table 2.9, and Figure 2.2 includes a sample item from this domain. On average, 65% of students answered these questions correctly, halfway between the Panel's standards for "Satisfactory" and "Very Satisfactory." Results were rated Satisfactory. The most difficult items in this domain were associated with a student editorial on prejudice; a sample is shown below:

M13 The most likely reason that the author states that he is not a "punker" is

%		
8	A.	because he thinks adults will be prejudiced against "punkers."
49	B.	to emphasize that he is concerned about an idea, not about himself.
25	C.	to show that he is expressing the opinions of the majority at his school.
18	D.	because most teenagers would not pay attention to anything a "punker" said.

RATING: MARGINALLY SATISFACTORY

Table 2.9
Provincial Results for Grade 7:
Domain 3, Critical Comprehension (Multiple-Choice Items)

Item Number	Description	Percent Correct	Panel Consensus
6	Recognizes attitude - narrative (Somebody's Son)	80.1	ST
14	Recognizes attitude - personal essay (Prejudice)	77.5	VS
40	Recognizes purpose - information (Caving)	75.9	VS
33	Recognizes purpose - information (Cement)	73.1	VS
26	Recognizes attitude - narrative (Quarter)	71.0	S
39	Relevant/irrelevant - information (Caving)	70.6	S
19	Recognizes attitude - poetry (Two Voices)	60.8	S
12	Recognizes purpose - personal essay (Prejudice)	52.3	M
13	Analyzes technique - personal essay (Prejudice)	48.6	M
8	Evaluates information - personal essay (Prejudice)	48.1	M

Mean performance = 65.8%

PANEL CONSENSUS DOMAIN RATING: SATISFACTORY

Form W, where students were asked to write responses to questions, focused exclusively on inferential and critical comprehension. Answers were scored using rating scales which described vari levels of quality rather than attempting to specify a "correct" answer. The following items, based on the story, "Somebody's Son," illustrate the range of tasks to which students responded.

Inferential: Makes/substantiates inferences about character. [Note: these two items were scored as one response.]

W8 What kind of a person was David?

W9 What was it about the story tha led you to describe David in the way you did?

74% minimally acceptable responses (i.e., identified one or more character traits and included at least one piece of relevant evidence from the selection).

RATING: SATISFACTORY

Critical: Infers author's intention.

W10 How do you think the author intends you to feel about David?

84% minimally acceptable responses (i.e., interpretation is consistent with text).

RATING: STRONG

Table 2.10 describes the thirteen written-response questions, shows the percent of students who offered minimally acceptable responses, and indicates the Panel's rating. It should be noted that, in some cases, a given objective was assessed by two separate items each of which produced a different level of student performance and, consequently, a different Panel rating.

Table 2.10
Summary of Reading Comprehension Results
(Written-response Items): Grade 7

Domain/Objective (Type of Passage)	% Responses Accept.	% Responses Superior	Panel Rating*
INFERENTIAL COMPREHENSION			
Infers cause (narrative)	94	80	ST
Infers cause (poem)	88	57	S
Infers character's emotions (narrative: item W2)	90	66	VS
Infers character's emotions (narrative: item W3)	89	44	S
Makes/substantiates inferences about character (narrative: "Blaine's Way")	77	39	VS
Makes/substantiates inferences about character (narrative: "Somebody's Son)	74	34	S
Composes questions to extend/clarify meaning (editorial)	69	27	VS
Interprets implied comparison (poem)	78	19	S
CRITICAL COMPREHENSION (INCL. PERSONAL RESPONSE)			
Infers author's intent (narrative)	84	78	ST
Explains preference between two selections (poems)	90	17	VS
Evaluates selection in terms of purpose (editorial)	92	13	VS
Evaluates selection in terms of audience (editorial)	92	16	VS
States and supports opinion of a selection (narrative)	54	4	MS
OVERALL INTERPRETATION PANEL RATING: VERY SATISFACTORY			

*Based on a five-point scale: Strong (ST); Very Satisfactory (VS); Satisfactory (S); Marginally Satisfactory (MS); Weak (W).

In the consensus judgement of the Interpretation Panel, grade 7 student performance for both inferential and critical written-response questions was Very Satisfactory. On most items, over 80% of students provided minimally acceptable responses. The percent of superior responses varied greatly from 4% (states and supports opinion of a selections) to 80% (infers cause). Student performance was particularly impressive on items associated with the stories, "Somebody's Son" and "Blaine's Way," but, like their counterparts in grade 4, grade 7 students had difficulty with an item which asked them to state and support their opinion of a selection.

While the high percent offering "minimally acceptable" responses was encouraging, many questions elicited few superior responses. Members of the Interpretation Panel and teachers who marked students' responses noted that many students seemed to lack experience in writing extended or elaborated answers and suggested increased opportunities for practicing the reading, thinking, and writing strategies required.

Members of the Interpretation Panels were also asked to decide on "cut-points" which would identify "excellent," "very good," and "satisfactory" levels of individual student achievement on the multiple-choice test (please see Chapter 1 for a definition of these terms). Results are summarized in Table 2.11.

Table 2.11
Percent of Students at Specified
Levels of Achievement: Grade 7

Level of Comprehension	Percent of B.C. Students			
	Unsatisfactory	Satisfactory	Very Good	Excellent
Literal	10.07	18.74	34.55	36.64
Inferential	8.32	19.32	26.20	46.16
Critical	18.74	24.37	17.26	39.63
COMBINED	11.30	22.98	32.86	32.85

Over 70% of B.C. grade 7 students achieved "very good" or "excellent" results for both literal and inferential comprehension. Results for inferential comprehension are impressive: nearly half of all students in B.C. achieved scores judged to be excellent and less than 9% were unsatisfactory. Results for critical comprehension offer some cause for concern. Although nearly 40% of students achieved "excellence," close to 20% gave evidence of unsatisfactory achievement.

The overall Panel judgement that grade 7 reading comprehension is Very Satisfactory appears to be well-founded. B.C. grade 7 students are able to deal effectively with a variety of reading tasks. A number of clear strengths are apparent in student results, including the ability to deal with narrative materials on both a literal and an inferential level. In responding to multiple-choice items, however, many students experienced difficulty in dealing with relatively complex information about a scientific discovery, and in evaluating the content of an editorial. It is interesting to note that when their ideas about the same editorial were probed by written-response questions most students were able to provide "minimally acceptable" responses, although few offered "superior" answers.

In view of the sound basic reading skills most grade 7 students appear to have acquired during the elementary grades, increased attention to the development of higher level thinking, and to the development of reading and responding strategies is likely to be rewarding. A review of student answers to written-response questions suggests that mediocre results are more often the result of inexperience with the task than with a lack of ability.

2.4 Grade 10 Reading Comprehension

The Interpretation Panel rated grade 10 reading comprehension, overall, as Satisfactory+ and noted a number of instances of Very Satisfactory performance. No areas of serious weakness were identified. Results are summarized in Tables 2.12 through 2.17.

At grade 10, 29 945 students (80% of provincial enrollment) were asked to respond to 40 multiple-choice items based on six selections: an essay by Paul St. Pierre; an account from Ten Lost Years by Barry Broadfoot; a science fiction story; an excerpt from the introduction to Jump!, Debbie Brill's autobiography; an article about cat's whiskers and a poem written by a Vancouver student. The essay by Paul St. Pierre, the article about cat's whiskers, and six items associated with these selections were used in the 1984 Reading Assessment and provide the basis for estimating changes in student achievement. The excerpt from Jump! is reproduced here as Figure 2.3. A sample of 2653 students also composed answers to 12 written-response items based on an article about market research, an excerpt from a short story by Edna Alford, poems by Edwin Varney and Geoffrey Lehmann, and the science fiction story which also appeared on the multiple-choice form.

Table 2.12 summarizes results of the multiple-choice form and displays the number of items in each domain, Interpretation Panel standards for Satisfactory and Very Satisfactory levels of achievement, student performance expressed as the mean percent of correct responses, and the Panel's consensus rating of the results.

Debbie Brill

by James Lawton

Debbie Brill is Canada's most enduring - and controversial - track and field star. She is also a mystery, a chameleon of a woman-athlete, whose mood can change as swiftly as the weather of her native British Columbia. One day she is all athlete, as programmed as a computer; the next, she is the most vulnerable of women. At the heart of the mystery is one fact: there are two Debbie Brills.

There is the Debbie who is as free as the wind. She is a consummate athlete, beautifully synchronized, long-limbed, and with a competitive heart as hard as tungsten, who talks happily of high jumping until the age of sixty. She is the high school girl who stunned seasoned coaches around the world with the profusion of her natural talent and who at the age of fourteen shared with just one other human being a revolutionary insight into the means of jumping high. That other person was Dick Fosbury, the American creator of the Fosbury Flop - a technique of going over the high bar backward. Fosbury was amazed at a track meet in Vancouver in 1967 when he saw a gangling schoolkid with big eyes and a shock of black hair using the technique that he thought was his great secret. She is the woman who, as she moves into her middle thirties, says that if a time comes when she can no longer high jump, something very close to the core of her being will have died. She is the natural, passionate athlete who after nearly twenty years of operating under the rigours of world-class competition, can still say that high jumping, when it goes well, is "a rush - like sunlight."

Then there is the other Debbie Brill, who has been tugged along, sometimes nervously, often bleakly, by the uncomplicated winner of gold medals and fame. This is the sensitive Brill, who even before the arrival of womanhood was caught deeply in the questioning and pain of life, who many times has recoiled from celebrity and, indeed, once literally ran away to the woods. In this Brill are searchings and tensions that from an early age have been magnified by a degree of fame, an inability to practise the great skill of her life without stirring strong reactions, many of them hostile.

From Jump! Used by permission of Douglas and McIntyre Ltd.

Figure 2.3 Informative selection: Grade 10

Table 2.12
Summary of Reading Comprehension Results
(Multiple-Choice Items): Grade 10

Level of Comprehension	N of Items	Panel Minimum Standards		Mean % Correct	Panel Rating*
		Satisfactory	V. Satisfactory		
Literal	10	65	73	69.7	S
Inferential	17	60	70	67.6	S+
Critical	13	53	62	59.2	S+
COMBINED	40	59	68	65.4	S

*Based on a five-point scale: Strong (ST); Very Satisfactory (VS); Satisfactory (S); Marginally Satisfactory (MS); Weak (W).

The Panel rated all domains and the overall results of the multiple-choice questions as Satisfactory; in the case of inferential and critical comprehension, however, they requested that a "+" be added to their rating to indicate that they were encouraged by the results for these more difficult items.

Students found the ten literal comprehension items neither particularly difficult, nor particularly easy; most items in this domain were answered correctly by 65% to 75% of the students. Results are displayed in Table 2.14. The following item, based on the passage in Figure 2.3, required that students recognize an explicitly stated relationship. The Panel felt that this item was relatively easy; thus, although 69% answered correctly, performance on this item was judged to be marginal.

M35 Why was Dick Fosbury amazed by Debbie Brill?

%		
6	A.	She was only 14.
16	B.	She had so much natural talent.
69	C.	She was using his jumping technique.
7	D.	She had kept her jumping technique a secret.

RATING: MARGINALLY SATISFACTORY

Table 2.13
Provincial Results for Grade 10:
Domain 1, Literal Comprehension (Multiple-Choice Items)

Item Number	Description	Percent Correct	Panel Consensus
2	Cause - personal essay (Orphan Colts)	89.0	ST
28	Cause - information (Whiskers)	76.6	VS
34	Central idea - information (Debbie Brill)	73.8	S
22	Cause - personal essay (Rip Van Winkle)	72.6	S
29	Comparison - information (Whiskers)	72.6	S
35	Cause - information (Debbie Brill)	68.8	M
13	Supporting information - narrative (Humans)	66.7	S
30	Supporting information - information (Whiskers)	66.5	S
33	Supporting information - information (Debbie Brill)	61.1	M
17	Supporting information - narrative (Humans)	49.5	M

Mean performance = 69.7%

GROUP CONSENSUS DOMAIN RATING: SATISFACTORY (3)

Student performance on the 10 items associated with literal comprehension fell midway between the minimum standards for "Satisfactory" and "Very Satisfactory," and received an overall rating of Satisfactory. Panelists were pleased that there were no areas of serious concern, but noted that Grade 10 students should demonstrate facility in understanding information which is directly stated.

The Advisory Committee suggested that the ability to make inferences and interpret implicit information was the most important reading skill for grade 10 students; thus, inferential comprehension was represented by 17 items on the multiple-choice form. Results are displayed in Table 2.14. On average, two-thirds of B.C. grade 10 students responded correctly; most items were answered correctly by between 55% and 80% of students. The following item, based on the passage shown in Figure 2.3, required that students draw on information from various parts of the passage to reach a conclusion:

M36 Which of the following best describes Debbie's attitude toward jumping?

%		
4	A.	She is looking forward to retirement.
16	B.	She enjoys the fame jumping brings her.
70	C.	She believes that jumping is essential to her well-being.
7	D.	She has mixed feelings about the long hours of practice required.

RATING: SATISFACTORY

Table 2.14
Provincial Results for Grade 10:
Domain 2, Inferential Comprehension (Multiple-Choice Items)

Item Number	Description	Percent Correct	Panel Consensus
20	Central idea - personal essay (Rip Van Winkle)	84.7	ST
21	Generalization - personal essay (Rip Van Winkle)	83.2	ST
31	Conclusion - information (Whiskers)	79.0	VS
16	Cause - narrative (Humans)	77.7	VS
12	Generalization - narrative (Humans)	77.4	VS
7	Central idea - poetry (Empty Shell)	73.7	S
24	Conclusion - personal essay (Rip Van Winkle)	70.5	S
10	Conclusion - poetry (Empty Shell)	70.3	S
36	Conclusion - information (Debbie Brill)	70.1	S
23	Generalization - personal essay (Rip Van Winkle)	68.9	S
32	Conclusion -information (Whiskers)	64.4	S
37	Generalization - information (Debbie Brill)	61.4	S
8	Generalization - poetry (Empty Shell)	58.7	S
1	Central idea - personal essay (Orphan Colts)	58.4	M
9	Central idea - poetry (Empty Shell)	58.4	S
14	Comparison - narrative (Humans)	53.5	M
15	Conclusion - narrative (Humans)	38.5	S

Mean performance = 67.6%

PANEL CONSENSUS DOMAIN RATING: SATISFACTORY+

Generally, students found questions associated with the Barry Broadfoot passage to be relatively easy; performance on two items, where over 80% responded correctly was considered to be strong. Overall, Panelists rated performance on inferential comprehension as Satisfactory+, noting that student performance had exceeded their expectations.

At grade 10, critical comprehension was assessed by thirteen items which required that students make judgements about the information they read and about the authors' intentions and strategies. Results are summarized in Table 2.15. The following item, for example, asked for a judgement about the author's purpose:

M39 Which of the following contains the author's thesis or main idea?

%		
55	A.	"There are two Debbie Brills."
7	B.	"There is the Debbie who is as free as the wind."
7	C.	"She is the high school girl who stunned seasoned coaches around the world."
29	D.	"Debbie Brill is Canada's most enduring and controversial track and field star."

RATING: SATISFACTORY

Table 2.15
Provincial Results for Grade 10:
Domain 3, Critical Comprehension (Multiple-Choice Items)

Item Number	Description	Percent Correct	Panel Consensus
25	Recognizes attitude - personal essay (R. V. Winkle)	80.9	ST
3	Conclusion - personal essay (Orphan Colts)	79.1	VS
11	Recognizes attitude - poetry (Empty Shell)	75.6	VS
6	Analyzes technique - poetry (Empty Shell)	67.8	VS
4	Recognizes attitude - personal essay (Orphan Colts)	60.9	S
40	Analyzes technique - information (Debbie Brill)	60.5	S
38	Recognizes attitude - information (Debbie Brill)	59.0	S
27	Recognizes purpose - information (Whiskers)	56.6	M
18	Recognizes attitude - narrative (Humans)	55.1	S
39	Recognizes purpose - information (Debbie Brill)	54.6	S
5	Recognizes attitude - personal essay (Orphan Colts)	49.5	M
26	Recognizes attitude - personal essay (R. V. Winkle)	40.6	S
19	Recognizes purpose - narrative (Humans)	28.8	-

Mean performance = 59.1% (without item #19)

PANEL CONSENSUS DOMAIN RATING: SATISFACTORY+

Panelists' rated performance on this domain as Satisfactory+. On average, of students gave correct responses to 59% of the questions; most items were answered correctly by between 50% and 80% of students. Panelists noted that this set of items called for sophisticated thinking and reading skills. They expressed pleasure at the absence of weak results and were encouraged by performance on several items, including two which called for analysis of a poem.

Form W, where students composed responses to a series of questions, provided further insights into grade 10 students' inferential and critical comprehension. Table 2.16 describes each of the written-response questions, indicates the percent of students offering "minimally acceptable" and "superior" responses, and presents the Panel's rating. The written-response items were scored using rating scales which described various levels of quality rather than attempting to specify a "correct" answer.

The Interpretation Panel arrived at a consensus rating of Very Satisfactory for performance on the written-response items, noting that performance exceeded their expectations in many cases. They commented on the motivation and commitment extended responses require, as well as the high level of thinking, reading, and writing strategies involved. Panelists hypothesized that between 5% and 10% of students failed to provide adequate responses because of a lack of motivation rather than a lack of ability. Teachers who marked the responses offered similar observations.

Panelists described the distribution of results for the written-response questions as indicating both fewer inadequate responses and fewer superior responses than they had expected. This observation is consistent with the results shown in Table 2.16 - over 75% of students provided adequate responses to most questions, while between 14% and 30% provided superior answers. Two items are described below:

Inferential: Makes and substantiates inferences about a character.

After reading an excerpt describing Edna Alford's character, Tessie Bishop, students were asked:

W1 What picture of Tessie Bishop and her life did you form as you read this passage? In a few sentences, describe your ideas and conclusions about Tessie Bishop and her life. Give examples and details from the selection to support your conclusions.

76% acceptable responses (i.e., identified one or more qualities, consistent with the text.)

RATING: SATISFACTORY+

Critical/Personal Response: Explains preference between two selections.

After reading poems by Edwin Varney and Geoffrey Lehmann, students were asked:

W12 Which of these two poems do you prefer? Why? Explain the reasons for your choice. Remember to include specific details and examples from the poems.

67% acceptable responses (i.e., offers one or more reasons which relate specifically to one or both of the poems.)

RATING: SATISFACTORY

Table 2.16
Summary of Reading Comprehension Results
(Written-Response Items): Grade 10

Domain/Objective (Type of Passage)	% Responses Accept.	% Responses Superior	Panel Rating*
INFERENTIAL COMPREHENSION			
Infers outcome (narrative)	90	62	VS
Locates/organizes information (informative)	77	26	VS
Makes/substantiates inferences about character (narrative)	76	30	S+
Uses information to solve a new problem (informative)	78	20	S
Interprets lines of poetry (poem)	88	8	S
Interprets poetic language (poem)	44	21	S
Paraphrases information (poem)	76	35	S
CRITICAL COMPREHENSION (INCL. PERSONAL RESPONSE)			
Evaluates author's strategy/choices (poem)	82	23	VS+
Infers author's attitude (poem)	72	14	S+
Infers author's attitude (narrative)	82	37	S
Explains preference between two selections (poems)	67	14	S
States and supports opinion of a selection (narrative)	50	6	MS
OVERALL INTERPRETATION PANEL RATING: VERY SATISFACTORY			

*Based on a five-point scale: Strong (ST); Very Satisfactory (VS); Satisfactory (S); Marginally Satisfactory (MS); Weak (W).

Interpretation Panelists were also asked to identify "cut-points" which would establish four levels of individual student achievement. Table 2.17 displays the percent of B.C. grade 10 students who achieved Excellent, Very Good, Satisfactory, and Unsatisfactory results in each domain and on the total test (please see Chapter 1 for a definition of these terms).

Table 2.17
Percent of Students at Specified
Levels of Achievement: Grade 10

Level of Comprehension	Percent of B.C. Students			
	Unsatisfactory	Satisfactory	Very Good	Excellent
Literal	16.06	19.75	34.06	30.11
Inferential	19.78	23.84	35.65	20.75
Critical	18.90	41.29	26.93	12.88
COMBINED	18.12	32.77	39.15	9.96

It is interesting to note that, while the percent of students whose achievement was judged to be unsatisfactory is relatively constant across domains, ranging from 16% to 20%, there is great variability in the other achievement categories. For example, the percent of students achieving excellent results ranged from 30% for literal comprehension to 10% for the total test. Generally, the results of this analysis support the Panel's conclusion that grade 10 students achievement for the multiple-choice forms is Satisfactory.

Most grade 10 students were able to deal effectively with the range of reading materials and tasks required in this assessment. Somewhat surprisingly, when students were required to interpret or respond to reading selections by composing extended answers, results were judged more favourably than those for the fixed-response questions. The Panel rated overall performance on Form W, which required written responses, as Very Satisfactory.

Some encouraging results were apparent. Students responded effectively to both written-response and multiple-choice questions based on poetry. Members of the Interpretation Panel expressed pleasure with the sophisticated level of response to poetry, and particularly students' willingness and ability to project their imagination and feelings into the poems they read. Students also demonstrated some facility in understanding and interpreting a personal account (from Ten Lost Years); and in comprehending the relatively sophisticated vocabulary and style of the selection which appears as Figure 2.3. On the other hand, results for inferential and critical questions associated with the science fiction story were somewhat disappointing. Panelists also expressed concern that students lacked fluency in answering questions which called for a personal response to this selection. Responses to this and other written-response questions tended to lack specificity and many students had difficulty

integrating material from the text in support of their views. Panelists suggested that students need to develop strategies for moving from understanding to interpretation to structuring written responses and recommended the development of materials which would help to develop these thinking, reading, and writing strategies.

2.5 Has Student Reading Comprehension Changed?

At each of grades 7 and 10, two selections and several items which appeared on the 1984 Reading Assessment were included to permit estimation of changes in student achievement. (Because most of the 1984 materials were subsequently used in classroom achievement tests, no change passages or items were available at grade 4.) Table 2.18 summarizes results of items used in both 1984 and 1988.

Table 2.18
Comparison of 1984 and 1988 Results for
Multiple-Choice Items: Grades 7 and 10

Grade	Domain	N of Items	Mean % Correct 1984	Mean % Correct 1988
7	Literal comprehension	3	73.7	72.4
	Inferential comprehension	3	70.0	76.3
	Critical comprehension	3	72.7	75.5
	COMBINED	9	72.1	74.7
10	Literal comprehension	2	73.5	69.7
	Inferential comprehension	2	59.5	67.6
	Critical comprehension	2	61.0	59.1
	COMBINED	6	64.7	65.4

As shown in Table 2.18, while student performance at grade 10 was stable, substantial improvement appeared at grade 7. An analysis of specific items revealed dramatic gains associated with one selection, "Somebody's Son"; on the other hand, results for items associated with an article about caving did not change from 1984 to 1988. Two written-response items based on "Somebody's Son" also appeared on both assessments; again, the differences were dramatic, favouring the 1988 sample by as much as 20%. It appears that 1988 grade 7 students have substantially greater facility in dealing with short fiction than did their counterparts in 1984.

Table 2.19 compares Interpretation Panel ratings over four assessments. Results should be interpreted cautiously due to variations in domain definition, reading passages, item difficulty and composition of the Interpretation Panels. Further, the first assessment used a three-point rating scale, and the first two assessments involved grades 8 and 12, while more recent assessments involved grades 7 and 10.

Table 2.19
Comprehension Skills: Interpretation Panel
Ratings for 1976/77, 1980, 1984 and 1988

Grade/Domain	Rating*			
	1976/77	1980	1984	1988
Grade 4				
Literal comprehension	S	VS	VS	VS
Inferential/critical comprehension	S	VS	VS	VS
Grade 7/8				
Literal comprehension	S	VS	VS	VS
Inferential comprehension	S	S	S	VS
Critical comprehension	S	S	S	S
Grade 10/12				
Literal comprehension	S	S	VS	S
Inferential comprehension	S	S	S	S+
Critical comprehension	S	S+	S	S+

*Strong (ST); Very Satisfactory (VS); Satisfactory (S); Marginally Satisfactory (MS); Weak (W). 1977 and 1980 ratings were based on grades 8 and 12 student performance; 1984 and 1988 ratings on grades 7 and 10.

As shown in Table 2.19, Interpretation Panels have consistently expressed satisfaction with student reading comprehension at all grade levels. Grade 4 Panels have viewed results most favourably, assigning ratings of Very Satisfactory for both domains over the last three assessments. Grade 7 results received slightly higher results in 1988 than previously, moving toward Very Satisfactory for both literal and inferential comprehension. In Grade 10, ratings for literal comprehension dropped to Satisfactory in 1988, but both inferential and critical comprehension received marginally higher ratings.

Overall, comparative data suggest stability in both student performance and panel expectations, although there is some evidence that grade 7 comprehension, particularly at the inferential level, has improved since 1984.

2.6 Attitudes toward Reading

At all grade levels, students responded to the Estes Reading Attitude Survey as well as to a series of questions about the nature and extent of their independent reading experiences. The Estes scale invites students to express the extent to which they agree or disagree with each of fifteen statements about reading. Table 2.20 compares students' responses across three assessments.

Table 2.20
Estes Reading Attitude Survey Results
by Grade for 1980, 1984, and 1988

Grade/Year		Negative Level 1 (15-26)	Level 2 (27-38)	Level 3 (39-50)	Level 4 (51-62)	Positive Level 5 (63-75)	Mean Score
Grade 4:	1988	<1	3	16	43	38	58.3
	1984	2	5	25	47	21	55.0
	1980	1	5	22	45	28	*
Grade 7:	1988	1	6	19	45	29	56.0
Grade 7:	1984	1	6	21	48	24	54.6
Grade 8:	1980	2	8	25	45	20	*
Grade 10:	1988	2	9	22	44	23	53.9
Grade 10:	1984	3	10	19	46	22	53.7
Grade 12:	1980	1	5	19	48	27	*

*not available

Students at all grade levels showed positive attitudes toward reading. Results at grade 4 and 7 indicate that students in 1988 feel much more positively about reading than did their counterparts in 1980 and 1984. The increase is dramatic at grade 4: 81% expressed positive attitudes in 1988 compared with 68% in 1984. Results for grade 10 show no change over the past four years.

Results for questions about leisure reading which are displayed in Table 2.21 support the conclusion that elementary students' attitudes towards reading have improved since the last assessment.

Table 2.21
Reported Leisure Reading Activities
by Grade for 1984 and 1988

Variable/Value	Grade 4		Grade 7		Grade 10	
	1984	1988	1984	1988	1984	1988
Time reading yesterday						
None	32.8	19.1	23.8	19.7	26.1	26.7
<1/2 h	26.3	26.1	26.3	24.5	28.0	26.9
1/2 to 1 h	23.8	30.5	29.1	32.1	27.1	28.2
1h+	17.1	23.3	20.6	23.3	18.7	17.7
Material read yesterday*						
Storybook/novel/story	47.8	56.7	43.8	44.5	36.7	33.5
Newspaper	10.9	17.4	17.8	26.2	26.3	32.8
Magazine	12.2	22.0	22.6	29.6	31.4	33.1
Comic book	26.4	40.1	17.3	27.5	6.4	10.9
Non-fiction book	-	-	14.3	14.1	11.2	10.1
Poetry	-	7.0	-	-	-	4.0
Library books last month						
None	5.7	4.3	9.1	9.0	30.1	31.4
1 or 2	14.8	10.4	18.6	17.3	29.0	26.9
3 to 5	20.5	17.3	29.6	27.7	23.8	22.9
6 to 10	24.0	23.0	22.1	22.1	10.3	10.1
>10	34.4	43.8	20.2	23.3	6.5	7.9

*More than one response permitted; column exceeds 100%

Both grades 4 and 7 students report spending more time reading in 1988 than did their 1984 counterparts. At grade 4 the difference is striking: 19% of students (compared with 31% in 1984) report not reading on the previous day, and 54% (compared with 41% in 1984) report reading for one-half hour or more. The same pattern is apparent at grade 7, with approximately 55% in 1984, compared with 49% in 1988, indicating that they read for one-half hour or more on the previous day. At grade 10, results are consistent across the two assessments, with approximately 26% reporting no reading, and 46% reading for one-half hour or more.

When asked to specify what they had read on the previous day, nearly 57% of grade 4 students reported reading a story or storybook - an increase of 9% over 1984; a surprising 40% - an increase of 14% over 1988 - reported reading a comic book. Magazine and newspaper readership also increased substantially.

At grades 7 and 10 the percent of students reading fiction was relatively stable over the two assessments but newspaper readership increased from 18% at grade 7 to 26%, and from 26% to 33% at grade 10. Grade 7 students also report reading more magazines and comic books than did their 1984 counterparts. At grade 10, there was an increase of approximately 5% in those reading comic books.

When asked how many library books they had borrowed in the last month, an impressive 44% of grade 4 students selected "more than 10" - an increase of 10% from 1984. Over 95% said they had borrowed at least one book. Results for grades 7 and 10 were relatively stable over the two assessments. Over 90% of grade 7 students and approximately 70% of grade 10 students said they had borrowed at least one book. At both grades there was a marginal increase in the percent who selected "more than 10."

Results of these questions are encouraging, particularly for grade 4 students who show a strong pattern of increased leisure reading. The increase in newspaper readership at all grade levels is also pleasing; the increase in reading comic books is less so. At all grade levels, there appears to be a trend toward more diversity in the kinds of materials students read. This pattern is most evident at grade 10 where equal numbers of students report reading fiction, newspapers, and magazines.

2.7 Strategies for Reading

The strategies students report using before, during, and after they read offer insights into the nature and effects of reading instruction. Recent research (see, for example, Goodman & Burke, 1980; Langer, 1986) confirms that students' abilities to read with understanding and enjoyment depend to a large extent upon their control of the reading process - of the strategies through which they compose meaning. Students at all grade levels were asked to indicate how often they used each of a several strategies in order to "understand and remember what you read at school." Results are summarized in Table 2.22.

Table 2.22
Summary: Reported Use of Reading Strategies by Grade Level

Strategy	% of Students Reporting Frequent Use* Grade 4	Grade 7	Grade 10
BEFORE READING			
Preview text features	65.6	70.9	74.9
Make predictions	55.6	49.3	49.2
Recall other selections on topic	50.9	39.8	40.9
Think about own knowledge of topic	43.9	39.7	42.7
Talk to somebody else about it	33.7	30.7	34.3
WHILE READING			
Form mental pictures	76.8	82.1	83.8
Make predictions	60.7	57.0	54.7
Look back at parts already read	49.6	49.4	51.3
Stop and think about selection	53.2	47.9	48.4
Make notes	16.8	15.2	10.6
AFTER READING			
Talk to somebody else about it	39.6	36.0	38.3
Compare with own experiences	33.6	29.1	35.3
Look back over selection	46.6	39.5	34.3
Get new ideas for reading/research	53.7	39.4	33.8
Think about related selections	43.3	33.4	32.6
Write down notes or ideas	20.4	16.5	13.5
Write something of own on same topic	27.5	15.4	9.7

*Column entries are the percent of students who chose "Most of the Time" or "Quite Often" as opposed to "Once in a While" or "Never."

At all grades, over 65% of students reported previewing text features before they read and visualizing or forming mental pictures as they read. As well, approximately one-half frequently make predictions before they read; slightly more make predictions while they are reading. About half of the students said that they frequently look back over parts they have already read; a similar proportion stop and think about what they are reading. On the other hand, few students at any grade level make notes either as they read or after they have finished a selection, nor do they engage in a great deal of discussion, reflection or elaboration after reading, although approximately 54% of grade 4 students said they often get new ideas for their own reading or research.

Overall, these results are mildly encouraging. Substantial numbers of B.C. students reported frequent use of some effective reading strategies. On the other hand, the lack of discussion, reflection and elaboration is disturbing, along with the fact that grade 7 students reported less frequent use of most reading strategies than did students at other grade levels.

CHAPTER 3

STUDENT PERFORMANCE IN WRITTEN EXPRESSION

3.1 Overview

The writing component of the 1988 Assessment of Reading and Written Expression examined students' performance and responses in the following areas:

Written Expression. The key outcome of curricula and instruction for written expression is students' ability to write effectively in response to a variety of writing tasks. This assessment examined three areas of writing achievement: ability to compose an extended narrative from personal experience or imagination; ability to present and substantiate an opinion in response to a specific issue; and ability to describe an object. While the focus was on holistic or overall impact of the writing, the specific elements of style, organization, and attention to the conventions of standard English were also assessed.

Attitude toward Writing. Another criteria by which writing programs can be judged is the value and enjoyment students perceive in writing - the opinions they express about writing and the extent of their voluntary writing.

Strategies for Writing. In recent years, increasing instructional attention has focused on the processes students engage in as they write. The strategies they report using at various stages of a writing activity offer an important secondary indicator of the effects of this instruction.

Two student test forms were designed to examine written expression, with each form administered to students in a random sample of approximately 150 classrooms at the relevant grade level. The first, Form E, asked students to write an extended narrative on one of two topics, and to respond to an attitude survey and a series of questions about writing strategies. The second, Form S, asked students to write two short compositions: one expressing an opinion about an issue relevant to their age level; another, describing an special object or treasure of their own. This form also asked students to rate the value of writing for a variety of purposes and included a number of questions about the amount of writing done in free time and in school. (Test forms, marking scales, and detailed distributions of student results appear in Appendix C of this report.)

All student compositions were scored using holistic scales developed specifically for this assessment. Two readers independently evaluated each composition and their ratings were averaged to produce a "score" for the paper. Where the two ratings differed by more than one score-point, the scores were adjudicated by the room leader. To elaborate the holistic scoring, the extended narrative papers were rated independently by a third reader who

assigned scores for style, organization, and conventions of standard English. Approximately 150 B.C. English language arts teachers participated in the five-day scoring session. At the end of the session, the teachers involved reached consensus judgements about standards for "acceptable" and "desirable" writing in terms of the rating scales they had used. Their judgements were eventually combined with those made by Interpretation Panels.

The Interpretation Panels met in July, 1988, to review results and to rate student performance for each scale and each type of writing task. Their deliberations are summarized here, along with the comments of the raters, and the conclusions of the Contract Team. Comments concerning student attitudes and strategies are solely those of the Contract Team.

3.2 Grade 4 Writing Achievement

At grade 4, a sample of 2938 students completed the two short compositions, while 2659 students responded to the extended writing task which offered students a choice between writing about themselves, or writing to complete an imaginative story about something that surprised two children when they opened a mysterious box. For one of the short compositions, grade 4 students were asked to express their opinions about whether or not pets should be allowed in all neighbourhoods; for the other, they were asked to describe a special object or treasure that was important to them. (The "special object" topic was used at all three grade levels.)

Overall, the Interpretation Panel rated grade 4 written expression as Satisfactory, but noted that student performance exceeded their expectations in a number of ways.

Grade 4 results are summarized in Table 3.1 which provides, for each writing task marking scale combination, the percent of student papers which demonstrated at least "minimally acceptable" writing for this grade level, along with the percent of papers which demonstrated a desirable level of writing. The Intepretation Panel's consensus judgement for each set of results is included.

3.2.1 Extended Writing

Four aspects of students' extended writing were considered: holistic or overall impact; style; structure; and "mechanics." Intepretation Panels and markers established definitions for "minimally acceptable" (i.e., meeting the basic goals of the curriculum) and "desirable" (i.e., demonstrating proficiency in tasks which reflect basic curriculum goals) for each scale.

Table 3.1
Summary of Written Expression Results: Grade 4

Type of Writing/Scale	% Responses* Min. accept.	% Responses* Desirable	Panel Rating**
EXTENDED WRITING			
Holistic rating (overall impact)	96	48	VS
Analytic rating: style	98	81	S
Analytic rating: structure/organization	99	83	S
Analytic rating: conventions of English	97	76	S
Overall rating for extended writing			S
SHORT (DIRECTED) WRITING			
Opinion: holistic rating	86	15	S
Description: holistic rating	88	11	S
PANEL RATING FOR WRITTEN EXPRESSION: SATISFACTORY+			

*Percent of papers which met criteria for minimally acceptable writing at this grade level; and for proficient writing.

**Based on a five-point scale: Strong (ST); Very Satisfactory (VS); Satisfactory (S); Marginally Satisfactory (MS); Weak (W).

Overall Impact. Results associated with overall impact, reflected by the holistic scores assigned by two raters are described below.

- "Minimally acceptable" writing in terms of the basic goals of the curriculum was described as follows:

  > "Papers often appear to be carefully written, with concern for the conventions of standard English, but ideas are not effectively developed. Voice is generally weak or not apparent. Writers demonstrate control of sentence structure and vocabulary, and while there may be some mechancial errors, these do not interfere with the reader's comprehension or enjoyment."

- 96% of grade 4 papers met or exceeded these criteria.

- Papers which met the following criteria were judged to demonstrate "desirable" levels of competence - proficiency in tasks which reflect the basic goals of the curriculum.

  > "Interesting or engaging ideas are developed through detail, explanation, or example; there is also a sense of voice. Writers demonstrate control of sentence structure and vocabulary, and, while there may be some mechanical errors, these do not interfere with the reader's comprehension or enjoyment."

- 48% of grade 4 papers met or exceeded these criteria.

- The Interpretation Panel judged these results to be Very Satisfactory.

Analysis of Specific Qualities. Students' extended writing was also scored for the specific elements of style, structure and mechanics. Results are summarized below:

- 97% to 99% of papers were judged to be "minimally acceptable" in terms of style, structure, and mechanics or conventions of standard English.

- 76% to 83% of papers reached the level specified as "desirable" in terms of these features. That is, the writers demonstrated proficiency.

- The Interpretation Panel considered these results to be Satisfactory.

3.2.2 Descriptive Writing

Grade 4 students' responses to a short, descriptive writing task were judged to be Satisfactory.

- "Minimally acceptable" writing in terms of the basic goals of the curriculum was described as follows:

  > "The writer attempts to create an image and succeeds in conveying at least a vague impression, however the paper contains little relevant descriptive detail. Vocabulary is simple and often repetitive or trite."

- 88% of grade 4 papers met or exceeded these criteria.

- Papers which met the following criteria were judged to demonstrate "desirable" levels of competence - proficiency in tasks which reflect the basic goals of the curriculum.

  > "The writer shares an image by offering interesting and accurate detail. There is a sense of personal voice and the writer often conveys his or her feelings about the object described. Word choice is appropriate and accurate. The writing is focused and has a sense of completion. Few mechanical errors."

- 11% of grade 4 papers met or exceeded this criteria.

- The Interpretation Panel judged results for descriptive writing to be Satisfactory.

3.2.3 Opinion Writing

Grade 4 students offered their opinions about the value of pets in a neighbourhood. Their responses were judged to be Satisfactory.

- "Minimally acceptable" writing in terms of the basic goals of the curriculum was described as follows:

  > "Opinion is clear and the writer attempts to provide support, although the support offered is often weak, repetitive, or irrelevant. The paper tends to lack focus and may wander from the topic. Vocabulary tends to be basic and imprecise. May have problems with spelling, usage and sentence structure.

- 86% of grade 4 papers met or exceeded these criteria.

- Papers which met the following criteria were judged to demonstrate "desirable" levels of competence - proficiency in tasks which reflect the basic goals of the curriculum.

  > "The writer's opinion is clearly - and often forcefully - stated, supported with reasons and examples, and developed to a conclusion. the writing is focused and reveals a personal voice. Sentence structure and vocabulary are controlled, although there may be minor mechanical problems."

- 15% of grade 4 papers met or exceeded these criteria.

- The Interpretation Panel judged these results for opinion-writing to be Satisfactory.

3.2.4 Summary

Most teachers who viewed the results as Interpretation Panelists or as markers expressed strong satisfaction with the level of student performance in extended writing, where over 95% of students wrote papers judged to be minimally acceptable or better, particularly in view of the fact that students wrote within a fixed time limit and had no opportunity to confer with their teachers or peers during pre-writing, editing or proofreading. Students' fluency was noted as a particular strength - most students appeared to have no difficulty generating ideas and writing at length on the topics provided. While teachers who scored the papers commended student performance on the elements of style, structure, and mechanics, Interpretation Panelists were more conservative, assigning a rating of Satisfactory as indicative of an adequately implemented program. Generally, students performed better on the extended writing task, than on the shorter pieces where both form and topic were specified. While over 85% of students wrote descriptions and opinion pieces judged to be at least minimally acceptable, less than 15% achieved a desirable level of performance.

The Interpretation Panel recommended strategies for improving grade 4 performance, including additional emphasis on the reading of literature and on the process of writing, particularly the pre-writing stage. Panelists also suggested that students have experience with a wide variety of forms of writing and that a great deal of such writing occur within the content areas. They also felt that student writing could be improved through an emphasis on voice and audience, and by providing experiences in developing sentence variety and in using figurative language.

3.3 Grade 7 Writing Achievement

A sample of 2875 students responded to the extended writing task at grade 7, which offered students a choice between writing an imaginative story about a robot who was their identical twin, or writing a personal narrative about a time when they were extremely angry. A sample of 3100 grade 7 students completed two short compositions: one, offering their opinions of school rules about skateboards, radios, or bicycles; the other, describing a personal treasure.

The Interpretation Panel rated all aspects of grade 7 writing as Satisfactory, noting that student performance met, but did not exceed, their expectations.

Results are summarized in Table 3.2 which displays the percent of student papers which met or surpassed the criteria for "minimally acceptable" writing at this grade level, established by the markers and the Interpretation Panel, and the percent which met the criteria for "desirable" writing.

Table 3.2
Summary of Written Expression Results: Grade 7

Type of Writing/Scale	% Responses* Accept.	% Responses* Desirable	Panel Rating**
EXTENDED WRITING			
Holistic rating (overall impact)	81	36	S
Analytic rating: style	95	56	S
Analytic rating: structure/organization	95	61	S
Analytic rating: conventions of English	95	64	S
Overall rating for extended writing			S
SHORT (DIRECTED) WRITING			
Opinion: holistic rating	80	9	S
Description: holistic rating	77	6	S
PANEL RATING FOR WRITTEN EXPRESSION: SATISFACTORY			

*Percent of papers which met criteria for minimally acceptable writing at this grade level; and for proficient writing.

**Based on a five-point scale: Strong (ST); Very Satisfactory (VS); Satisfactory (S); Marginally Satisfactory (MS); Weak (W).

3.3.1 Extended Writing

Overall, Grade 7 students' responses to an extended narrative topic were judged to be Satisfactory. Students' narrative writing was rated for overall impact, as well as for the specific qualities of style, structure, and mechanics or conventions of standard English. For each scale, Interpretation Panelists and markers selected the marking criteria which reflected "minimally acceptable" writing in terms of the basic goals of the curriculum. They also identified the marking criteria which reflected "desirable" levels of competence (proficiency in tasks related to basic curriculum goals).

Overall Impact. Each paper was scored by two independent markers in terms of its overall impact using a holistic rating scale designed for this assessment.

- "Minimally acceptable" writing in terms of the basic goals of the curriculum was described as follows:

  > "Papers are generally competently written, with concern for the conventions of standard English, but there are few instances of originality or individuality. Sequence may lapse and transitions are sometimes awkward. Writers demonstrate control of sentence structure and vocabulary, and, while there may be some mechanical errors, these do not interfere with the reader's comprehension or enjoyment."

- 81% of grade 7 papers met or exceeded these criteria.

- Papers which met the following criteria were judged to demonstrate "desirable" levels of competence - proficiency in tasks which reflect the basic goals of the curriculum.

  > "Story is generally clear and focused with some instances of originality. The writer appears to make occasional efforts to engage the reader. Events move logically from the introduction through to the conclusion, but story elements may not be equally well-developed. Sentence structure and vocabulary are controlled and display some variety. There may be several mechanical errors.

- 36% of grade 7 papers met or exceeded these criteria.

- The Interpretation Panel rated these results as Satisfactory.

Analysis of Specific Qualities. Students' extended writing was also scored for the specific elements of style, structure, and mechanics. Results are summarized below:

- 95% of papers were judged to be "minimally acceptable" in terms of style, structure, and mechanics or conventions of standard English.

- 56% to 64% of papers reached the level specified as "desirable" in terms of these features. That is, the writers demonstrated proficiency in these areas.

- The Interpretation Panel considered these results to be Satisfactory.

3.3.2 Descriptive Writing

Grade 7 students responded to the same descriptive writing task as did grade 4 students. Overall, the quality of their descriptive writing was considered Satisfactory.

- "Minimally acceptable" writing in terms of the basic goals of the curriculum was described as follows:

  > "The writer attempts to create an image, but only a vague impression is conveyed. For example, the topic may be described by an unordered list of qualities. Sensory detail is often lacking and the language tends to be imprecise and colloquial. May include errors in usage and syntax.

- 77% of grade 7 papers met or exceeded these criteria.

- Papers which met the following criteria were judged to demonstrate "desirable" levels of competence - proficiency in tasks which reflect the basic goals of the curriculum.

  > "Creates a clear image through logically-ordered sensory detail. There is a sense of personal voice and writers often convey their feelings about the object. Word choice is appropriate and accurate. There may be some mechanical errors but these do not interfere with the reader's comprehension.

- 6% of grade 7 papers met or exceeded these criteria.

- The Interpretation Panel judged results for descriptive writing to be Satisfactory.

3.3.3 Opinion Writing

Grade 7 students were asked to offer their opinions about school rules associated with bringing personal items such as skateboards, radios, or bicycles to school. The overall quality of their responses was judged to be Satisfactory.

- "Minimally acceptable" writing in terms of the basic goals of the curriculum was described as follows:

  > "The writer's position is apparent but may require some inference on the part of the reader. An argument is presented, but it is weak and often relies on one illogical or incomplete reason or example. Sentence structure and vocabulary tend to be simple and repetitive."

- 80% of grade 7 papers met or exceeded these criteria.

- Papers which met the following criteria were judged to demonstrate "desirable" levels of competence - proficiency in tasks which reflect the basic goals of the curriculum.

  > "The writer's opinion or position is clearly stated, an argument is developed through reasons and examples, and an explicit conclusion is offered. There is a sense of focus and structure. There may be minor mechanical problems but these do not interfere with comprehension.

- 9% of grade 7 papers met or exceeded these criteria.

- The Interpretation Panel judged these results for opinion-writing to be Satisfactory.

3.3.4 Summary

Over 75% of grade 7 students' compositions were judged to be at least minimally acceptable in terms of overall quality; 95% reached or exceeded this level for the analytic elements of style, structure, and mechanics. Again, students performed better on the extended task which allowed more latitude in terms of form and content than on the more structured description and opinion tasks. While 36% wrote extended compositions which reached a "desirable" level, close to 10% attained this level for opinion and description. Generally, Panelists noted that they were pleased with the percent of acceptable compositions, but disappointed with the relatively low percent of superior papers.

Interpretation Panelists hypothesized that many grade 7 students have rarely been asked to write an argument and suggested that at this level, students need to develop strategies for a variety of writing forms and tasks in all curriculum areas.

Again, teachers who scored the compositions viewed student performance more favourably than did Interpretation Panelists. Raters commended the overall level of grade 7 writing, and noted strengths in fluency, in engagement with the topics, in unity and the use of transitions, and in spelling and punctuation. They expressed some concern about the number of papers which gave no evidence of careful planning or a sense of audience, and noted specific problems with diction and with pronoun use.

3.4 Grade 10 Writing Achievement

At grade 10, 2794 students responded to the extended writing task which offered a choice between writing a story about greed or a personal narrative about change. A sample of 2845 students completed two short compositions: one, describing a personal treasure; the other, opinions about the use of violence to protect property against theft.

The Interpretation Panel considered the fact that over 80% of student responses met or exceeded the criteria for "minimally acceptable" writing on most tasks to be indicative of an overall Satisfactory performance. Panel members expressed pleasure that student performance had exceeded their expectations in many ways, noting that elements of style and mechanics were Very Satisfactory.

Results are summarized in Table 3.3, which displays the percent of student papers which met or exceeded criteria for "minimally acceptable" writing and for "desirable" writing, along with the Panel's judgements about the results.

Table 3.3
Summary of Written Expression Results: Grade 10

Type of Writing/Scale	% Responses* Accept.	% Responses* Desirable	Panel Rating**
EXTENDED WRITING			
Holistic rating (overall impact)	75	38	S
Analytic rating: style	98	75	VS
Analytic rating: structure/organization	96	66	S
Analytic rating: conventions of English	96	70	VS
Overall rating for extended writing			S+
SHORT (DIRECTED) WRITING			
Opinion: holistic rating	86	16	S
Description: holistic rating	90	15	S
PANEL RATING FOR WRITTEN EXPRESSION: SATISFACTORY+			

*Percent of papers which met criteria for minimally acceptable writing at this grade level; and for proficient writing.

**Based on a five-point scale: Strong (ST); Very Satisfactory (VS); Satisfactory (S); Marginally Satisfactory (MS); Weak (W).

3.4.1 Extended Writing

Overall, Grade 10 students' responses to an extended narrative topic were judged to be Satisfactory. However, Interpretation Panelists requested that a "+" be included with their rating to indicate that performance had exceeded their expectations in many ways.

Overall Impact. Each paper was scored by two independent markers in terms of its overall impact using a holistic rating scale designed for this assessment.

- "Minimally acceptable" writing in terms of the basic goals of the curriculum was described as follows:

  > "Papers are generally competently written, with concern for the conventions of standard English, but there are few instances of originality or individuality and little evidence of sophistication in thought or language. The focus is usually clear, but development is often naive (immature) or incomplete. Writers demonstrate some control of basic sentence structures and vocabulary, but mechancial errors may detract from effectiveness."

- 75% of grade 7 papers met or exceeded these criteria.

- Papers which met the following criteria were judged to demonstrate "desirable" levels of competence - proficiency in tasks which reflect the basic goals of the curriculum.

  > "The paper is focused and clearly organized. There is some sense of personal engagement. The writing is logically sequenced, and includes an introduction and conclusion; however, ideas are not well-developed, or elaborated. There are few instances of originality and the content does not reflect depth or insight. Paragraphing, sentence structure and vocabulary tend to be simple and correct, but there may be minor mechanical errors.

- 38% of grade 10 papers met or exceeded these criteria.

- The Interpretation Panel expressed satisfaction with these results which they considered to reflect an adequately implemented program.

Analysis of Specific Qualities. Students' extended writing was also scored for the specific elements of style, structure, and mechanics. Results are summarized below:

- 96% to 98% of papers were judged to be "minimally acceptable" in terms of style, structure, and mechanics or conventions of standard English.

- 66% to 75% of papers reached the level specified as "desirable" in terms of these features. That is, the writers demonstrated proficiency in these areas.

- The Interpretation Panel gave a Satisfactory rating for organization or structure. They judged student performance on the elements of style and mechanics to be Very Satisfactory.

3.4.2 Descriptive Writing

Grade 10 students responded to the same descriptive writing task as did grades 4 and 7 students. Overall, the quality of their descriptive writing was described as Satisfactory.

- "Minimally acceptable" writing in terms of the basic goals of the curriculum was described as follows:

  > "The writer attempts to create an image, but conveys only a vague impression. Detail may be lacking, or presented as an ordered list of qualities. Language tends to be imprecise and is often colloquial. May include errors in usage and syntax.

- 90% of grade 10 papers met or exceeded these criteria.

- Papers which met the following criteria were judged to demonstrate "desirable" levels of competence - proficiency in tasks which reflect the basic goals of the curriculum.

  > "An interesting or engaging image is conveyed through the effective use of sensory detail. A personal voice is evident and writers often convey their feelings about the object. There is a sense of structure and completion. Language is precise and vivid. Writing is controlled.

- 15% of grade 10 papers met or exceeded these criteria.

- The Interpretation Panel judged results for descriptive writing to be Satisfactory.

3.4.3 Opinion Writing

Grade 10 students were asked to offer and support their opinions about the use of violence to protect personal property. The overall quality of their responses was judged to be Satisfactory.

- "Minimally acceptable" writing in terms of the basic goals of the curriculum was described as follows:

> "The writer's position is apparent but the argument is weak. The paper may have a clear thesis statement or an explicit conclusion, but rarely both. Supporting examples and reasons are often incomplete or immature, and their relationship to the writer's position is often unclear. Frequent errors of usage and syntax, often involving pronouns and point-of-view."

- 86% of grade 10 papers met or exceeded these criteria.

- Papers which met the following criteria were judged to demonstrate "desirable" levels of competence - proficiency in tasks which reflect the basic goals of the curriculum.

> "Offers a clear thesis statement, develops a logical argument and states a conclusion. The paper is focused and suggests an overall sense of ease with the topic and the form. There is evidence of some sophistication and insight. Sentence structure and vocabulary are controlled, although there may be some mechanical flaws."

- 16% of grade 10 papers met or exceeded these criteria.

- The Interpretation Panel judged these results for opinion-writing to be Satisfactory.

3.4.4 Summary

On the extended writing task, 75% of students provided responses judged as minimally acceptable or better; 38% reached or exceeded the criteria for "superior" writing. For the elements of style, structure, and mechanics, between 96% and 98% of papers met or exceeded the criteria for "minimally acceptable" writing at the grade 10 level. On the shorter writing tasks, over 85% of papers were at least minimally acceptable; approximately 15% met or exceeded the criteria for "superior" writing.

While expressing overall satisfaction with results, Panelists were concerned that as many as 25% of students either could not or would not write minimally acceptable responses. They echoed the concerns of teachers who scored grade 10 papers in suggesting that, at the high school level, strategies must be developed for increasing students' engagement and sense of accountability for provincial assessment tasks if the results are to be valid.

The Panel voiced disappointment with the lack of sentence variety, the absence of figurative and evocative language, and students' failure to elaborate their ideas. They recommended increased collaborative activities as a means of helping students to develop and extend their ideas before writing and suggested that students become more involved in the process of evaluating their own writing. Finally, both Panelists and the teachers who scored the students papers expressed concern about the extent of social and emotional problems students revealed in their writing.

Teachers who scored the grade 10 papers commented on both strengths and weaknesses in the writing. They were impressed by the sense of honesty and personal commitment in many of the papers, and noted fluency, unity, mechanics and the use of dialogue as overall strengths. On the other hand, they felt that weaker papers showed particular problems with diction, with paragraphing, and with elaboration of ideas. Raters expressed concern that many of the compositions were modelled on movies and television shows, mirroring the simplistic - and often violent - plotlines, but failing to evoke visual imagery. They suggested that students be encouraged to draw on literary models for their own writing.

3.5 Feature Analyses

At each grade level and for each type of writing elicited in the 1988 Assessment, teams of teachers analyzed a sample of papers in terms of salient features or characteristics which appeared to be associated with superior writing. These analyses were undertaken to provide direction for the development of instructional resources and strategies.

For grade 4 extended writing, the features which were consistently associated with higher overall or holistic ratings included: elaboration through effective use of detail; economy in the writing; a sense of voice and of energy; use of visual and connotative language; and sentence variety. Effective stories were also distinguished by unique or innovative opening sentences. Effective personal narrative and opinion-writing were characterized by a sense of focus and of logical organization.

At grades 7 and 10, higher scores for both argument and extended narratives were characterized by a sustained voice or tone, a sense of economy, and the effective use of repetition. At both grades, narratives which received higher scores tended to include effective use of dialogue and visual detail, a clearly established setting, and resolution of the problem or goal; in many cases, they showed the clear influence of traditional literary models and used techniques such as flashbacks.

Superior arguments at grades 7 and 10 tended to use connotative language and repetition effectively, to make an appeal on grounds of logic, to offer several reasons for their position, to suggest alternatives to the hypothesized course of action, and to conclude with a summary or statement of their points. At grade 7, papers which received higher scores often attempted an innovative opening statement, and used cause-effect or problem-solution structure.

Superior writing at all grades and on all forms was characterized by variations in the level of generality - moving between general and specific statements and ideas (Christensen & Christensen, 1976).

Effective descriptive writing at grades 4 and 7, but not at grade 10, showed evidence of explicit prewriting. On the other hand, the presence of a thesis statement was associated with effective descriptive writing at grade 10, but not at grades 4 and 7. A natural flow of ideas, elaboration through extensive detail, a sustained voice or tone, sensory language, a high level of specificity in vocabulary, and a sense of audience distinguished superior decriptive writing at all grade levels.

3.6 Changes in Student Writing Performance over Ten Years

B.C. students' written expression at grades 4, 8, and 12 was assessed in 1978 using three kinds of writing tasks: Directed Writing exercises which called for brief responses to a specific writing request; Global Writing exercises where students wrote extended responses to comparatively broad writing tasks; and Proofreading exercises where students were asked to identify the errors in sentences or passages. Student writing was evaluated in terms of performance rating scales. Results were described as generally satisfactory for grade 4, as giving cause for concern at grade 8, and as extremely disturbing at grade 12 (Conry & Rodgers, 1978).

Direct comparisons of 1978 and 1988 results are not possible, due to differences in grade level, in writing tasks, in scoring procedures, and in the interpretation process. However, comparisons can be inferred by examining Interpretation Panel judgements and the percent of responses judged to meet or exceed criteria for "minimally acceptable" writing in 1988 and "minimally competent" writing in 1978.

In 1978, grade 4 performance was judged to be satisfactory or better on sixteen of twenty-three skills assessed; grade 8 performance was rated satisfactory on only nine of twenty-six areas examined; and grade 12, on only two of twenty-seven. A rating of Weak was assigned to two skills at grade 4, ten skills at grade 8, and fifteen at grade 12. In 1988, however, all areas assessed were judged to be satisfactory. Clearly, B.C. students' written expression today more closely parallels teachers' expectations than it did ten years ago.

Two of the tasks/rating scales offer some basis for more specific comparison. Students in both 1978 and 1988 were asked to express their opinions in writing and to write extended compositions. Results, in terms of Panel judgements and percent of papers which met or exceeded criteria for minimally acceptable writing, which are shown in Table 3.4 suggest a substantial improvement in student performance over ten years.

The changes are most dramatic for the elements of mechanics/sentence structure, and at the high school level. Because of differences in grade levels and assessment procedures, this change must be interpreted cautiously, and alternate interpretations be considered. For example, the change in perceived level of performance may represent a change in standards rather than in writing achievement. However, several members of the Contract Team, as well as many raters, who were involved in both 1978 and 1988 assessments, suggest that these apparent performance gains do represent an actual improvement in student performance; at the same time, they note an increased sophistication among English language arts teachers in terms of the demands of assessment writing tasks which resulted in more "realistic" standards for performance under test conditions.

Overall, then, it appears that B.C. students in 1988 perform substantially better on assessment writing tasks than did their 1978 counterparts, particularly in terms of satisfying the expectations of B.C. teachers. This change is not surprising, given the amount of attention written expression has received over the last ten years.

Table 3.4
Changes in Student Performance:
Written Expression, 1978 to 1988

Form/scale	% Acceptable 1978	% Acceptable 1988	Panel Rating 1978	Panel Rating 1988
GRADE 4				
Express/elaborate opinion	86	85	VS	S
Extended narrative				
Holistic	51	94	MS	VS
Mechanics/sentences	38	93	W	S
GRADE 7/8				
Express/elaborate opinion	54	75	S	S
Extended narrative				
Holistic	33	79	MS	S
Organization/structure	39	94	W	S
Sentences (mechanics/style)	37	93	MS	S
GRADE 10/12				
Express/elaborate opinion	24	85	W	S
Extended narrative				
Holistic	25	74	W	S
Organization/structure	39	94	W	S
Sentences (mechanics/style)	44	94	W	VS

3.7 Student Attitudes toward Writing

Students at all grade levels also responded to a number of questions designed to examine the value and enjoyment they perceived in engaging in written expression. Results, summarized in Table 3.5, suggest that B.C. students hold relatively positive attitudes toward writing. They perceive writing to be important for success both in and out of school, for communicating with others, and for understanding their own feelings. Over 40% at all grade levels reported writing two or more letters in the last month and between 18% and 40% have written journal entries, stories, or poetry.

Grade 4 students reported the most positive attitudes and the greatest amount of writing, with 44% having written two or more stories in their free time during the last month. Nearly half of grade 10 students have written two or more letters, and approximately one in five has written a poem. While direct comparisons with 1978 are not possible, an increase in leisure writing can be inferred: in 1978 60% of grade 8 students and 77% of grade 12 students reported writing two or fewer stories over the past year; 68% and 72%, respectively, reported never writing a diary or journal entry. Again, while the magnitude of the difference is difficult to estimate, it appears that secondary students in 1988 engage in more leisure writing than their counterparts did in 1978.

Table 3.5
Summary: Attitudes and Opinions
about Writing by Grade Level

Scale/Item	Grade 4	Grade 7	Grade 10
	Average Score*		
Attitude Toward Writing Survey	38.1	35.7	34.0
	% Positive Responses**		
Value of Writing for . . .			
Helping to get a good job	87.2	86.9	83.9
Organizing ideas	81.1	80.3	80.1
Understanding information	84.2	79.2	77.7
Sharing ideas	81.6	78.4	76.7
Thinking more clearly	79.8	74.3	72.1
Coming up with new ideas	85.9	80.2	70.0
Looking at ideas in a new way	73.0	69.6	68.3
Sharing feelings	70.4	60.3	64.9
Helping to become more important	73.6	66.7	64.5
Understanding own feelings	69.1	62.1	62.8
Leisure writing (Reports having written the following two or more times in the last month)			
Letters	42.5	40.6	46.2
Poetry	28.7	17.9	20.8
Diary/journal entries	31.9	22.1	19.2
Stories	43.8	26.7	17.9

*Scores on this scale can range from 10 to 50; the scale mid-point is 30.

**Students chose from four responses: Very Helpful; Quite Helpful; Not Very Helpful; Not Helpful at All. The column entries here are the percent of students who chose "Very Helpful" or "Quite Helpful."

3.8 Strategies for Writing

In recent years, instruction in written expression has tended to focus on the processes students engage as they write (see, for example, Faigley et al, 1985; Flower and Hayes, 1980; Graves, 1980; Langer, 1986). Students' reported use of different strategies during different stages of their writing offers insights into their understanding and control of their own writing processes. Table 3.6 summarizes the results of a series of questions about writing strategies.

Table 3.6
Summary: Reported Use of Writing Strategies by Grade Level

Strategy	% of Students Reporting Frequent Use* Grade 4	Grade 7	Grade 10
BEFORE WRITING FIRST DRAFT			
Form mental pictures or images	79.2	78.3	72.0
Think about audience	52.5	46.1	50.9
Work with others to get ideas	56.4	49.7	46.1
Group ideas (e.g., outline, cluster)	47.8	43.6	44.0
Write down ideas (e.g., list, web)	43.1	38.7	42.3
WHEN WRITING FIRST DRAFT			
Think about audience	49.7	42.3	45.9
Talk to teacher or other students	48.8	45.6	43.3
Change ideas about the topic	39.4	46.5	41.9
Throw work out and start again	18.3	24.2	21.7
AFTER WRITING FIRST DRAFT			
Check for errors; make corrections	80.2	86.6	87.1
Add ideas or information	68.5	81.4	82.2
Change words or sentences	63.7	79.0	78.7
Delete some material	55.2	73.3	75.6
Move sentences or paragraphs	29.7	44.6	55.5
Think about audience	46.6	38.7	40.9
Work with peers to improve the piece	41.6	37.5	25.6
Ask teacher for help	37.8	24.7	20.4
Copy work without any corrections	26.2	20.1	18.8
Change most of the first draft	19.0	19.5	18.5

*Students chose from four responses: Most of the Time; Quite Often; Once in a While; Never. The column entries here are the percent of students who chose "Most of the Time" or "Quite Often."

It is interesting to note that, while research suggests that what students do before they write is most important in terms of the overall effectiveness of a piece (see, for example, Flower and Hayes, 1980, 1981; Meyers, 1980), B.C. students reported the highest frequency of use for proofreading and editing activities. An exception is the high frequency reported for forming mental pictures or images before writing.

Overall, grade 4 students reported the greatest amount of prewriting activity and the greatest amount of collaboration; grade 10 students, the greatest amount of proofreading and editing. Grade 7 students appear to pay the least attention to audience at all stages of writing, and do the least written preparation for writing; on the other hand, they are the most likely to abandon a piece of work and start over again.

Revision, for grade 4 students, appears to most often involve checking for errors; at grade 7 and 10, students are also likely to add, change, or delete material. Although peer editing is often cited as an important strategy for classroom writing, fewer than half of the students at all grade levels reported frequently working with other students to improve a piece of writing; at grade 10, only 26% reported frequently engaging in peer editing. At the same time, students indicated that they were more likely to work with their classmates than to ask their teachers for help with editing or revision, particularly at grades 7 and 10.

Finally, it is discouraging to note the amount of time students said they spend copying their work without making any changes or corrections: 26% of grade 4 students, 20% of grade 7 students and 19% of grade 10 students reported that they often (or usually) make a final copy of their writing without changes or corrections.

CHAPTER 4

STUDENT BACKGROUND

4.1 Overview

Information about students' background, including the nature of the English language arts programs they are currently attending, provides a context for viewing performance and for making generalizations about factors which seem to enhance achievement. Current instructional practices are also of interest, particularly when the curriculum is under revision.

Each test form included a number of background questions; several of these appeared on all forms to enable comparisons among the various samples. (There were no substantial differences at any grade level; sampling procedures for the written response forms appear to be representative of the provincial population.) Additional information was collected through two Teacher Questionnaires, one associated with the multiple-choice form; the other, with the written-response forms.

4.2 Biodemographic and Sociocultural Factors

Student background information is summarized in Tables 4.1 and 4.2. As shown in Table 4.1, approximately equal numbers of male and female students participated in the assessment. Close to 15% reported English as a second language, while less than 10% currently spoke a language other than English at home. Between 7% and 8% have attended ESL classes; less than 3% currently do so.

Overall, B.C. students appear to be relatively culturally advantaged, with close to 80% reporting more than 100 books in their homes, and nearly 50% reporting more than 250. Between 40% and 50% said that they had used a computer for writing in their leisure time within the last month.

Results were consistent across grade levels and indicated no substantial changes since 1984, although there were increases of about 2% in students reporting English as a second language, and between 2% and 4% in those reporting more than 100 books in their homes.

Grade 10 students were asked to indicate their postsecondary plans; results are displayed in Table 4.2. Over 70% plan to continue their education: 44% at university (36% in 1984); 17% at a community college (15% in 1984); 11% at other institutions (14% in 1984). Apparently, students are increasingly aware of the value of a university education; however, their expectations may be unrealistic, in terms of the entrance requirements and the current capacity of B.C. universities.

Table 4.1
Summary: Student Biodemographic and Sociocultural Characteristics by Grade

Variable/Value		Percent of Students		
		Grade 4	Grade 7	Grade 10
Gender:	Male	50.6	50.4	49.6
	Female	48.5	48.8	48.9
First language:	English	82.6	84.9	82.8
	Other	16.3	14.5	16.6
Home language:	English	89.7	91.9	91.3
	Other	9.3	7.4	8.0
Number of books in home:				
	0-24	5.7	4.1	4.6
	25-99	18.5	16.0	16.9
	100-249	28.2	29.0	29.2
	250 or more	46.6	50.4	48.7

Table 4.2
Post-Secondary Plans: Grade 10 Students

Plan to...	Percent of Students
Attend university	44.0
Attend community college	17.0
Attend technical/vocational institute	7.4
Look for a permanent job	6.0
Attend business school	3.3
Other plans	7.8
Undecided	13.5

4.3 Program Information: Instruction

The information in Table 4.3 comes from two questionnaires. Teachers were asked to answer ten questions about their reading/literature programs and dictate their responses for students to record on the answer sheets for the multiple-choice form. Thus, the percentages in the top half of the table refer to the percent of students whose teachers indicated these items were important. In classrooms which were included in the sample for written response forms, teachers were asked to complete an extended questionnaire. The data in the second half of Table 4.1 is derived from these questionnaires and thus reflects the percent of teachers who selected particular responses. (Detailed results of these questionniares are shown in Appendix D.)

Teachers at all grade levels described integration across the language arts as an important aspect of both their reading and writing programs. The most important features of reading and literature programs, identified by more than 70% of respondents at all grade levels, were the study of novels, the development of comprehension strategies, the enhancement of reading vocabulary and the assignment of independent reading or research projects. At both grade 4 and 10, commercial materials for skill-development ranked last among the items listed for reading, and was the only feature selected by less than 50% of respondents. At grade 7, however, "buddy" or partner reading ranked last, and the study of poetry was identified as important by only 46% of respondents. The relatively low rating for poetry at all grade levels is cause for some concern, as is the fact that close to 40% of grade 10 students and over 30% of grade 7 students attend classes where small group discussion is considered to be "of limited use" or "not useful."

At grade 4, all of the items relating to written expression were rated as important by over 60% of teachers, with shared pre-writing activities and integration ranking first; sentence-combining and peer-editing last. Shared pre-writing also received extremely high ratings for importance by grade 7 teachers; less so by grade 10 teachers. A number of changes in instruction in written expression appear to occur between grades 4 and 7: prewriting becomes somewhat less important, and teacher assistance including conferencing becomes substantially less important. Both oral and "published" sharing of student writing declines in importance from grade 4 to grade 7 to grade 10. Peer-editing decreases substantially between grades 7 and 10, with more than half of grade 10 teachers designating it "of limited use" or "not useful."

Teachers were also asked about the frequency and extent to which students in their English language arts classes engaged in a variety of specific learning activities. Results of these questions are summarized in Table 4.4 which displays the percent of teachers who indicated each of the items as being a frequent activity for a major or a small part of class time. (A more detailed breakdown of teachers' responses is provided in Appendix D.)

Table 4.3
Importance of Program Features:
Summary of Results by Grade Level

Feature	% Indicating Important to Program* Grade 4	Grade 7	Grade 10
READING			
Integrating reading, writing, listening and speaking	94.0	93.1	90.3
Study of novels	85.6	85.7	86.7
Developing independent strategies for reading comprehension	86.0	85.6	80.1
Specific activities for enhancing reading vocabulary	85.7	84.3	72.7
Independent reading/research projects	85.5	86.5	71.8
Small group discussions	75.2	69.4	62.8
Poetry	58.6	46.1	60.3
Development of notetaking strategies	--	--	59.5
"Buddy" or partner reading	54.0	36.7	--
Prepared oral reading	56.1	52.9	52.7
Workbooks/other commercial skill-development materials	49.6	38.0	26.3
WRITTEN EXPRESSION			
Integrating reading, writing, listening and speaking	94.0	92.7	91.6
Proofreading strategies and activities	88.1	86.2	79.0
Direct instruction for specific skills or techniques	81.6	83.9	79.0
Individual prewriting activities	79.5	73.2	76.8
Teacher-assisted revising and editing	86.8	77.8	76.0
Shared prewriting activities	94.0	86.6	73.6
Student/class oral sharing	88.9	79.9	68.4
Teacher-student conferences	72.6	62.7	59.5
Sentence-combining practive	64.5	64.2	56.8
Peer-group revising and editing	64.1	65.2	48.4
Student/class "publications"	69.5	59.3	29.6

*Teachers selected from a four-point scale: Essential; Quite Important; Of Limited Use; Not Useful to answer the question, "How important is each of the following to your reading/literature program?" For this table, "Essential" and "Quite Important" responses have been combined as "Important."

At all grade levels, students spend a great deal of class time in discussion and working on individual assignments. At the elementary level, silent reading and vocabulary instruction also occur frequently in most classrooms. It is interesting to note that vocabulary instruction is reported more frequently, at all grade levels, than the development of comprehension strategies. The difference is particularly startling at grade 4, where vocabulary activities are reported as frequent in 82% of classrooms compared with 62% for the development of comprehension strategies.

Table 4.4
Summary: Language Arts Activities
by Grade Level

Activity	% of Teachers Reporting as a Frequent Activity*		
	Grade 4	Grade 7	Grade 10
Students...			
Participate in class discussions	90	86	81
Work individually on writing assignments	79	79	74
Read silently	91	81	54
Receive instruction for enhancing vocabulary	82	72	50
Receive instruction on independent strategies for reading comprehension	62	64	48
Listen as the teacher reads	79	57	44
Work in small groups	55	44	35
Copy notes from the chalkboard or overhead projector	13	16	26
Read orally	54	41	25
Engage in journal writing	47	29	25
Receive instruction or guided practice for listening	38	31	21
Use library resources	51	54	19
Use workbooks or other commercial skill-development materials	41	26	18
View media resources	26	22	17
Make formal presentations	26	24	16
Engage in informal drama	15	13	8
Use computers for writing (word processing)	15	21	6
Use computer-assisted activities for developing specific skills	10	9	2

*The column entries here are the percent of teachers who chose "Frequently, for a major part of class time" or "Frequently, for a small part of class time." Other response options were "Occasionally, for a major part of class time," "Occasionally, for a small part of class time," and "Never."

There are some marked differences between grades 4 and 7, including a substantial decline in the frequency with which students listen as their teachers read, engage in journal writing, and use workbooks. Many activities show a steady decline with increasing grade level; these include small-group work, oral reading, and listening instruction. On the other hand, notetaking increases. The major differences between elementary and secondary grades appear to be in the frequency of reading instruction (vocabulary and comprehension), silent reading, and use of library resources. The use of both library resources and computers is greatest at grade 7. Overall, the use of computers in English language arts is limited, although 61% of grade 4 teachers, 70% of grade 7 teachers and 44% of grade 10 teachers reported that computers are available for use in their English language arts classes.

Changes in instructional practice, including use of materials, are often difficult to track, particularly when these occur independently of curriculum change. The data displayed in Table 4.5 regarding use of readers suggest that such a change has occurred over the past four years at the elementary level. Use of two provincially prescribed series (Ginn 720 and Holt, Rinehart and Winston) has decreased by more than 15%, and is accompanied by an increase of more than 10% in those reporting "no reader." Use of "other readers" has increased at grade 4; decreased at grade 7.

Table 4.5 also summarizes data regarding learning assistance and ESL classes. While the proportion of students at grade 4 and 7 who report attending learning assistance has remained stable over the past four years, there appears to be a substantial increase at grade 10. It is interesting to note that although there has been a slight increase (of about 2% at each grade level) in the percent of students who report English as a second language, and in those who report having <u>ever</u> attended ESL classes, there has been a slight decrease in the percent of students who report that they are currently enrolled in ESL classes.

Students were also asked to estimate the number of novels they had been assigned to read this year. As shown in Table 4.3, over 90% of grade 4 students and over 95% of grade 7 and 10 students report being assigned at least one novel; at all grade levels, the most frequent response was "two or three." Not surprisingly, the number of novels increases with grade level.

Students who completed the written-response forms were asked a number of questions about the amount and kinds of writing they are asked to do at school. Results are summarized in Table 4.6. At all grade levels, students report a great deal of writing in both English language arts and the content areas. At the elementary grades, over 80% have written five or more pieces in the last month, over 77% have written a story, more than 60% have written a report, and over half have written three or more compositions in social studies and two or more for science. At grade 10, close to 90% have written three or more pieces during the last month, 70% have written an essay, 65% have written two or more reports (including lab reports) for science, and nearly 70% have written at least one composition for social studies. These data confirm teachers' indications that independent writing activities are among the most frequent and important experiences students encounter.

Table 4.5
Comparison of 1984 and 1988 Reading Program
Characteristics Reported by Students at All Grade Levels

Variable/Value	Grade 4		Grade 7		Grade 10	
	1984	1988	1984	1988	1984	1988
Attends Learning Assistance	18.2	17.9	10.8	11.6	8.5	13.5
Attends ESL now	3.1	3.0	2.4	2.0	2.9	2.7
Attended ESL ever	6.8	7.9	6.2	7.0	6.9	7.6
Current Reader*						
Ginn 720	72.9	58.1	61.5	40.8	n/a	n/a
Holt, Rinehart, Winston (1978)	11.3	8.0	14.2	7.8	n/a	n/a
Copp Clark	n/a	n/a	27.0	19.0	n/a	n/a
Other reader	14.8	15.9	16.1	6.7	n/a	n/a
None	5.6	15.8	7.0	17.9	n/a	n/a
Novels read for reading/ English class this year:						
None	--	6.9	--	3.9	--	2.2
One	--	17.4	--	11.8	--	8.6
Two or three	--	46.5	--	45.4	--	58.2
Four or five	--	17.2	--	22.8	--	23.4
Six or more	--	10.9	--	15.5	--	6.9

*Students were permitted more than one response. At each grade, relevant titles were listed.

Table 4.6
Writing at School During the Last Month

Variable/Value	Percent of Students		
	Grade 4	Grade 7	Grade 10
Kinds of writing			
Book report	46.0	54.4	26.4
Other report	63.0	72.4	32.1
Letter	51.5	38.3	9.8
Story	85.4	77.7	28.7
Poetry	52.9	43.1	34.3
Play	23.7	22.7	13.4
Essay	n/a	55.0	70.4
Pieces written for science			
0	18.5	27.6	15.4
1	17.5	18.0	12.8
2	18.3	12.0	17.0
3 or more	44.5	41.9	48.0
Not taking science this semester	n/a	n/a	6.0
Pieces written for social studies			
0	16.8	11.5	19.6
1	14.8	12.0	31.9
2	15.6	15.3	23.9
3 or more	51.5	60.7	18.8
Not taking social studies this semester	n/a	n/a	5.2
Total number of pieces written			
0	1.2	0.6	1.9
1-2	3.8	4.6	10.9
3-4	8.4	11.4	24.0
5-10	22.2	24.5	38.2
11-20	24.8	29.9	14.4
More than 20	38.6	28.4	9.7
Times computer was used for writing at school			
0	62.3	50.0	62.5
1-2	20.9	20.2	19.0
3-5	9.2	13.1	8.0
6 or more	6.6	16.0	9.8

4.4 Evaluation of Reading Development

Teachers responded to a series of questions about the extent and nature of their evaluation of students' reading development. Results are summarized in Tables 4.7, 4.8, and 4.9. Response distributions are presented in Appendix D.

At grades 4 and 7, students are most often evaluated on their abilities to deal with literary and informative materials, and their development of specific reading skills. By grade 10, the focus on literary material increases and the emphasis on specific skills decreases. The ability to deal with persuasive material shows a slight increase across grade levels, although in most classrooms it accounts for less than 25% of evaluation of reading. Attitudes about reading become less important with increasing grade levels, ranking last at both grades 7 and 10.

Table 4.8 summarizes information about specific evaluation practices. At all grades, comprehension is the most frequently considered element of reading development, followed closely by critical thinking and vocabulary. While approximately 60% of grades 4 and 7 teachers often consider the comprehension strategies students use, less than 40% of grade 10 teachers do so. Word attack skills, oral reading, and prior knowledge also appear to decrease in importance with increasing grade levels.

At all grades, students' reading development or achievement is most often evaluated by their abilities to respond in sentence or paragraph answers, and marks or grades are assigned. At grade 10, two out of three teachers often use essays as vehicles for evaluation. Multiple-choice and short-answer questions are less frequently used at all grade levels. Oral presentations, conferences, students' self-evaluation, and anecdotal records do not appear to be widely used at any grade level, although one-third of grade 4 teachers reported frequently making notes about their day-to-day observations.

Teacher-made tests are important in most classrooms. Standardized tests and basal mastery tests are considered an important part of the evaluation of students' reading development in over 40% of grade 4 classrooms and over 30% of grade 7 classrooms.

As shown in Table 4.9, most teachers at all grade levels evaluate reading at least twice each month, and over half of grade 4 teachers evaluate reading at least once each week.

Table 4.7
Emphasis of Evaluation of Students' Reading Development:
Summary of Results by Grade Level

Grade/Skill	% of Teacher Responses			
	0-25%	26-50%	51-75%	76-100%
WHAT PERCENTAGE OF YOUR EVALUATION OF STUDENTS' READING DEVELOPMENT IS BASED ON EACH OF THE FOLLOWING?				
Grade 4				
Ability to deal with literary material	17	45	24	12
Ability to deal with informative material	17	50	23	8
Ability to deal with persuasive material	61	24	6	1
Skill development	12	40	32	13
Attitudes about reading	54	24	13	5
Grade 7				
Ability to deal with literary material	18	43	28	7
Ability to deal with informative material	25	48	20	4
Ability to deal with persuasive material	58	27	7	1
Skill development	22	45	20	9
Attitudes about reading	64	17	8	3
Grade 10				
Ability to deal with literary material	13	33	41	9
Ability to deal with informative material	33	45	15	3
Ability to deal with persuasive material	51	34	9	<1
Skill development	47	31	14	3
Attitudes about reading	71	14	4	<1

Table 4.8
Reading Evaluation Information Survey:
Summary of Results by Grade Level

Evaluation Consideration/Practice	% of Teachers Reporting Frequent Use*		
	Grade 4	Grade 7	Grade 10
WHEN EVALUATING READING, HOW OFTEN DO YOU CONSIDER...			
Comprehension	98.4	96.6	92.6
Critical thinking	83.0	84.5	85.9
Vocabulary	92.9	88.2	75.8
Specific comprehension strategies	62.7	59.1	38.3
Prior knowledge	44.8	37.1	28.7
Oral reading	57.0	39.0	25.7
Specific word attack skills	63.7	43.4	22.5
WHEN EVALUATING READING, HOW OFTEN DO YOU...			
Have students write sentence or paragraph answers	83.4	87.4	90.8
Have students write essays	17.5	34.8	66.1
Assign a mark or grade	60.5	74.8	65.0
Have students answer multiple-choice or short-answer questions	35.7	32.3	46.7
Have students make oral presentations	29.6	29.1	24.7
Invite students' self-evaluation	23.2	21.0	14.8
Make notes on your observations of students' day-to-day reading behaviour	32.0	18.0	8.9
Conduct reading conferences	23.0	12.6	3.7
HOW IMPORTANT ARE EACH OF THE FOLLOWING TESTS?			
Teacher developed	75.4	83.6	88.1
School-wide or cross-grade	32.9	33.3	40.5
Standardized	42.0	37.9	23.2
District	23.6	20.3	13.6
Ministry of Education classroom achievement tests	23.0	20.7	11.8
Basal mastery tests	43.8	32.9	n/a

*Teachers selected from a four-point scale: Always, Frequently, Occasionally, Never. For this table, "Always" and "Frequently" responses have been combined as "Frequent Use."

Table 4.9
Frequency of Evaluation: Reading and Writing by Grade Level

Item/Response	Percent of Responses Grade 4	Grade 7	Grade 10
HOW OFTEN DO YOU EVALUATE READING SKILLS?			
At least once each week.	53	44	20
Two or three times each month.	31	36	32
Once each month.	13	13	22
Less than once each month.	3	5	22
HOW OFTEN DO YOU EVALUATE WRITING?			
At least one piece of writing each week.	46	42	38
Two or three pieces of writing each month.	37	43	42
One piece of writing each month.	9	8	9
Less than once each month.	<1	<1	2

4.5 Evaluation of Written Expression

Tables 4.9, 4.10, and 4.11 summarize teachers' reports about the ways in which they evaluate writing. At all grades, over 80% of teachers evaluate at least two pieces of writing each month, and more than 38% evaluate at least one piece of writing each week. It is interesting to note that reading and writing are evaluated with equal frequency at grades 4 and 7, but at grade 10, most teachers evaluate writing more often.

As shown in Table 4.10, evaluation at grade 4 emphasizes creative writing, with expository writing and specific skills ranking second. At grade 7, creative and expository writing receive equal emphasis and by grade 10, expository writing is the primary focus of evaluation. It is interesting to compare the focus of reading and writing evaluation. At grades 4 and 7, specific skills receive greater emphasis and attitudes are somewhat more important for reading than for writing. These differences do not appear for grade 10.

Table 4.10
Emphasis of Evaluation of Students' Writing Development:
Summary of Results by Grade Level

Grade/Skill	Percent of Teacher Responses 0-25%	26-50%	51-75%	76-100%
WHAT PERCENTAGE OF YOUR EVALUATION OF STUDENTS' WRITING DEVELOPMENT IS BASED ON EACH OF THE FOLLOWING?				
Grade 4				
Creative writing (e.g., stories, poetry)	16	43	28	11
Expository writing (e.g., essays, reports)	35	41	17	4
Personal writing (e.g., journals)	60	25	7	3
Specific skills (e.g., usage, spelling)	29	44	18	7
Attitudes about writing	69	13	5	2
Grade 7				
Creative writing (e.g., stories, poetry)	17	50	25	6
Expository writing (e.g., essays, reports)	24	47	22	5
Personal writing (e.g., journals)	71	17	3	1
Specific skills (e.g., usage, spelling)	34	42	15	6
Attitudes about writing	74	9	3	3
Grade 10				
Creative writing (e.g., stories, poetry)	39	46	10	7
Expository writing (e.g., essays, reports)	11	39	37	11
Personal writing (e.g., journals)	76	12	2	0
Specific skills (e.g., usage, spelling)	38	42	13	4
Attitudes about writing	75	6	<1	<1

Table 4.11 summarizes information about specific strategies for evaluating writing. Somewhat surprisingly, proofreading skills are more often considered than any other aspect of writing listed. Drafting, prewriting, and teacher-assisted revision are frequently considered by teachers at all grade levels. Oral sharing is important to evaluation in approximately half of grades 4 and 7 classrooms and about one in three at grade 10.

Over 80% of teachers write anecdotal comments when they evaluate student writing and close to the same number offer oral comments. At grade 10, 94% of grade 10 teachers frequently assign marks or grades, compared with 80% at grade 7 and close to 50% at grade 4. Most grade 7 and 10 students are often provided with the marking scale or criteria by which their writing will be evaluated. At all grade levels, approximately one-quarter of B.C. students are frequently allowed to choose the piece of writing their teachers will evaluate.

Table 4.11
Writing Evaluation Information Survey:
Summary of Results by Grade Level

Evaluation Consideration/Practice	% of Teachers Reporting Frequent Use*		
	Grade 4	Grade 7	Grade 10
WHEN EVALUATING WRITING, HOW OFTEN DO YOU CONSIDER...			
Proofreading	83.5	84.9	81.3
Drafting activities	69.7	70.9	68.7
Prewriting activities	61.3	58.9	59.5
Teacher-assisted revising/editing	69.5	60.2	53.6
Quantity of writing	34.5	35.4	38.5
Peer-group revising/editing	42.0	45.9	32.6
Oral sharing	59.7	51.6	31.8
Student/class publications	40.7	36.7	15.6
WHEN EVALUATING WRITING, HOW OFTEN DO YOU...			
Assign a mark or grade	49.4	79.5	93.6
Write anecdotal comments	84.3	89.5	89.6
Provide students with the marking scale or set of specific criteria	57.7	77.3	81.3
Offer oral comments	87.9	82.2	76.8
Invite students' self-evaluation	40.1	32.3	25.9
Allow students to choose the piece that will be evaluated	24.4	28.5	24.0

*Teachers selected from a four-point scale: Always, Frequently, Occasionally, Never. For this table, "Always" and "Frequently" responses have been combined as "Frequent Use."

4.6 Teaching and Evaluating Critical Thinking

Teachers whose students responded to forms E, S, and W were asked to answer to the following questions about critical thinking:

> "The Ministry of Education has placed a high priority on incorporating critical thinking into the school curriculum. Critical thinking involves an analysis of information, a judgement concerning the quality or relevance of information or the way it is presented, and the communication of the judgements with supporting arguments. We would like to know what your thoughts on critical thinking are.
>
> 1. In your English language arts classroom, what instructional strategies do you use to foster the development of critical thinking?
>
> 2. How do you evaluate students' critical thinking development?"

Responses to these questions were analyzed by a team of eight teachers to determine the degree to which the answers demonstrated understanding of:

- The nature of critical thinking.
- Effective instructional strategies for enhancing critical thinking.
- The inter-relationship between the learning, instruction and evaluation of critical thinking.

The rating scale used to evaluate responses and the resulting distributions at grades 4, 7, and 10 are displayed in Table 4.12. Most teachers demonstrated some awareness of appropriate instructional strategies, but did not articulate evaluation practices which could help them to make decisions about students' development as critical thinkers. Responses indicated a strong need for instructional resources and support, and for professional development. Grade 4 teachers were most likely to display higher levels of understanding of the issue and to articulate the relationship between instruction and evaluation. Analysts hypothesized that this result might be attributable to the relatively strong focus on content at grades 7 and 10.

The team of educators who analyzed the responses made a number of recommendations regarding professional development, resources, and assessment activities. They suggested that teachers need opportunities to work with their colleagues to examine and reflect on the attitudes which inhibit the development of thinking, such as assuming that higher-level thinking is limited to a special context or a special time, is limited to special materials or learning practices, is only suitable for certain kinds of students, or is the exclusive responsibility of special personnel, such as co-ordinators for gifted programs. A complete list of the recommendations offered by the team of teachers who analyzed and interpreted these results appear in Appendix E.

Table 4.12
Distribution of Teachers' Responses
to Questions about Critical Thinking.

Response Category Description	% of Responses* Gr.4	Gr.7	Gr.10
No response to either question was offered.	1	4	<1
Negative or limiting attitudes toward instruction or evaluation of critical thinking. (e.g., "this is best left to specialists"; "streaming is the best approach"; "I teach ESL so it's not an issue in my classroom"; "My students are too young.")	13	14	14
Some instructional strategies described but little apparent confidence in or attention to evaluation.	16	17	15
Some instructional strategies and some evaluation strategies identified but the relationship between the two is simplistic or unclear. These responses were characteristized by lists of various "formula" or "packaged" programs, or "grab-bags" of unmatched strategies and evaluation tools.	23	46	47
Some instructional strategies and some evaluation strategies were identified and the need to integrate these was recognized. These responses often demonstrated awareness of the issues and problems involved in application of these strategies and expressed a need for resources, information, or professional development.	35	17	24
Instructional strategies and evaluation techniques were described and the relationship between them was clear and logical. Responses indicated a knowledgeable, committed, professional regard for critical thinking development beyond the classroom context and beyond the role of "student."	11	1	1

*Column entries are percent of grades 4, 7, and 10 teachers whose responses met the response category descriptions. Questionnaires were received from 498 grade 4 teachers; 466 grade 7 teachers; and 404 grade 10 teachers.

CHAPTER 5

FACTORS ASSOCIATED WITH LEVELS OF PERFORMANCE

5.1 Overview

One of the major goals of the B.C. learning assessment program is to develop information about factors which are associated with various levels of performance in order to provide direction for change. Associations among the various outcome measures are of interest in interpreting this information. As well, analysis of the performance of different subgroups of students provides a context within which provincial, school, and district results can be viewed.

5.2 Associations Among Student Achievement, Attitudes, and Strategies

At all grade levels, individual student performance is relatively consistent across tasks for both reading and writing. Internal consistency estimates for the three multiple-choice forms exceed 0.85 and intercorrelations among reading domain scores (representing different levels of comprehension) range from 0.6 to 0.76. On the written-response form for reading, the correlations between scores for inference and those for critical comprehension were estimated as 0.51, 0.64, and 0.65 for grades 4, 7, and 10, respectively. Clearly, students who are able to perform well on one kind of reading task tend to perform well on others.

A similar pattern of associations appeared for written expression. For extended writing, correlations between holistic scores and analytic ratings for style, structure, and mechanics ranged from 0.47 to 0.57, and correlations among the analytic scales ranged from 0.54 to 0.63. The strength of these associations, particularly in the light of the reliability estimates reported in Chapter 1, suggests that regardless of the specific qualities on which they are asked to focus, raters respond in similar ways to the same piece of writing.

When students were asked to complete two short pieces of writing, one describing a treasured possession and the other, offering their opinions about an issue, correlations between the two scores ranged from 0.37 to 0.42. These associations suggest that although there is a degree of consistency in student writing over different topics and different forms, much of the variance in performance is attributable to specific properties of the writing task. This

finding is consistent with previous research (see, for example, Jeroski, 1982; Keech, 1981; Tamor, 1981) which suggests that several writing samples are required to develop a valid indication of an individual student's writing achievement.

At all grade levels, reading and writing achievement were positively related to indicators of student attitude. Correlations between the Estes Reading Attitude Survey and reading achievement were calculated as 0.39 at grade 4, 0.41 at grade 7, and 0.44 at grade 10. These results are similar to those reported in 1984 and 1980.

Form E included both an extended writing task and an attitude scale; correlations between holistic writing scores and attitudes scores were 0.23 at grade 4, 0.27 at grade 7, and 0.29 at grade 10. On Form S, relationships between writing scores and eight questions which asked students to indicate the value of writing for different purposes were significant and positive, but relatively low, ranging from 0.14 to 0.22.

Relationships between the strategies students reported using and their attitudes and achievement scores were also examined. Overall, students who reported more frequent use of a variety of reading strategies achieved better scores on both inferential and critical comprehension questions on the written-response form; the association was somewhat stronger at grade 7 and 10, ranging from 0.17 to 0.21, than at grade 4. Associations between specific strategies and achievement were also examined. This analysis indicated that students who frequently visualize as they read perform better at all grade levels, and, at grade 10, those who report frequently reflecting on what they read - comparing it with their own experience or with related selections - achieved substantially higher scores.

Results for writing strategies showed a similar pattern to those for reading strategies, with correlations increasing substantially between grades 4 and 7. For example, the association between editing strategies and holistic scores was 0.06 at grade 4, 0.21 at grade 7, and 0.22 at grade 10. Analagous figures for overall use of prewriting strategies were 0.06 at grade 4, 0.11 at grade 7, and 0.16 at grade 10. Not surprisingly, students who reported frequent use of a variety of prewriting and editing strategies also expressed more positive attitudes, as did those who reported the greatest amount of free-time writing.

5.3 Associations with Student Background Characteristics

Tables 5.1 through 5.5 summarize results for various subgroups of students. At all grade levels, female students performed significantly better than their male counterparts on both reading and writing tasks; they also expressed more positive attitudes. The single exception appeared for opinion writing at grade 10, where the average score on opinion writing was slightly - but significantly - higher for male students than that for female students. For most areas of both reading and writing achievement, gender differences favouring female students are greatest at grade 7. Analyses of reading and writing strategies, and of extent of free-time reading and writing produced similar results.

The amount of free time reading and writing students reported is positively related both to achievement and to attitude. As shown in Tables 5.1 and 5.2, students who read well and who express positive feelings about reading, seek out reading materials and spend a great deal of their free time reading. Again, differences between those who read a great deal and those who do not increase with grade level. (Similar analyses for writing, however, produced smaller differences and did not increase across grade level.)

Not surprisingly, students who are receiving instructional support in the form of learning assistance or ESL classes performed relatively poorly. Those students who speak English as a second language tended to receive lower achievement scores on both reading and writing; the deficit for these students was greatest for opinion writing at grade 10. However, the same students' attitude scores for both reading and writing tended to exceed those of students for whom English is a first language.

Data reported in Tables 5.1 through 5.5 confirm that the cultural environment of the home is strongly associated with language proficiency and attitudes. At all grades, reading and writing achievement scores increase with students reports of greater numbers of books in their homes. For multiple-choice reading questions, the differences are relatively constant across grade level. For writing, the differences increase with increasing grade level, and are greatest for opinion writing at grade 10. (When correlations between books in the home and achievement on the written-response reading questions were examined, a marked increase appeared between grade 7 and grade 10, with correlations rising from .14 to .25.) Apparently, increased levels of education do not compensate for the cultural disadvantages some students face.

Table 5.1
Reading Achievement (Form M) Scores According to
Selected Background Characteristics

Subgroup	Mean Percent Correct		
	Grade 4	Grade 7	Grade 10
Total sample*	71.07	72.98	65.55
Gender: Male	69.60	70.81	63.14
Female	72.72	75.81	67.99
Attends Learning Assistance:			
Yes	56.95	58.68	56.13
No	74.30	74.91	67.00
Attends ESL:			
Yes	56.19	57.97	46.86
No	71.62	73.34	66.06
English first language:			
Yes	72.07	73.49	66.37
No	66.54	70.29	61.40
Home language:			
English	71.76	73.39	66.27
Other	65.31	68.52	57.21
Number of books in home:			
0-24	59.70	58.59	51.57
25-99	67.57	67.89	60.63
100-249	72.42	72.89	65.63
250+	73.29	75.91	68.48
Reading yesterday:			
None	65.51	66.76	59.62
< 1/2 hour	68.65	70.06	64.06
1/2 to 1 hour	73.25	74.46	68.36
1+ hours	76.00	79.47	72.13
Library books last month:			
None	64.83	69.22	62.05
1-2	67.12	70.46	64.97
3-5	71.10	72.66	67.18
6-10	72.53	74.08	69.56
11+	72.12	75.88	71.42

* Standard deviations for total sample: Grade 4 = 19.15; Grade 7 = 17.46; Grade 10 = 17.89.

Table 5.2
Attitude toward Reading Scores According to
Selected Background Characteristics

Subgroup	Average Score*		
	Grade 4	Grade 7	Grade 10
Total sample**	58.3	56.0	53.9
Gender: Male	56.6	53.3	50.3
Female	60.1	58.7	57.6
Attends Learning Assistance:			
Yes	54.4	51.9	51.5
No	59.1	56.5	54.3
Attends ESL:			
Yes	54.0	53.6	50.5
No	58.4	56.0	54.0
Ever attended ESL:			
Yes	55.9	55.2	52.8
No	58.5	56.1	54.0
Home language:			
English	58.4	56.0	54.0
Other	57.1	56.0	52.8
Number of books in home:			
0-24	53.2	49.3	44.9
25-99	56.4	53.5	50.7
100-249	58.3	55.7	53.6
250+	59.7	57.5	56.0
Reading yesterday:			
None	52.6	48.3	46.0
< 1/2 hour	56.1	52.9	52.1
1/2 to 1 hour	59.7	58.0	57.4
1+ hours	63.5	63.0	62.7
Library books last month:			
None	54.0	50.8	49.0
1-2	55.4	52.4	52.9
3-5	57.2	55.3	56.6
6-10	58.3	57.3	59.3
11+	59.9	60.3	62.0

*Scores ranged from 15 (extremely negative) to 75 (extremely positive).

**Standard deviations for total sample: grade 4 = 9.9, grade 7 = 10.5, grade 10 = 11.4.

Table 5.3
Extended Writing Achievement Scores by
Selected Background Characteristics

Subgroup	Mean Scale Point		
	Grade 4	Grade 7	Grade 10
Total sample*	8.5	6.9	6.8
Gender: Male	8.1	6.3	6.4
Female	8.9	7.5	7.2
Attends learning assistance:			
Yes	7.5	5.7	5.8
No	8.7	7.0	7.0
Ever attended ESL:			
Yes	8.1	6.7	6.3
No	8.5	6.9	6.9
Language spoken in home:			
English	8.5	6.9	6.8
Other	8.5	6.8	6.5
Number of books in home:			
0-24	7.9	6.1	5.5
25-99	8.3	6.6	6.4
100-249	8.5	6.9	6.8
250 or more	8.6	7.0	7.1

*Standard deviations for total sample: grade 4 = 1.75, grade 7 = 1.90, grade 10 = 2.03.

Table 5.4
Summary: Writing Achievement Results (Form S)
According to Selected Background Characteristics

Subgroup	Mean Scale Point					
	Grade 4		Grade 7		Grade 10	
	Opinion	Descr.	Opinion	Descr.	Opinion	Descr.
Total sample*	4.91	4.90	4.60	4.40	4.98	5.05
Gender: Male	4.59	4.52	4.36	4.07	4.70	4.64
Female	5.25	5.29	4.87	4.77	4.30	5.49
Attends learning assistance						
Yes	4.19	4.25	3.93	3.78	4.36	4.52
No	5.09	5.06	4.70	4.49	5.07	5.12
Ever attended ESL:						
Yes	4.67	4.52	4.49	4.06	4.20	4.46
No	4.94	4.93	4.61	4.42	5.05	5.09
Language spoken in home:						
English	4.92	4.91	4.60	4.40	5.03	5.07
Other	4.84	4.74	4.65	4.25	4.46	4.77
Number of books in home:						
0-24	4.50	4.17	3.96	3.65	4.10	4.24
25-99	4.74	4.67	4.43	4.19	4.79	4.81
100-249	4.97	4.95	4.59	4.43	4.95	5.02
250+	4.99	5.05	4.71	4.50	5.16	5.21
Postsecondary plans:						
Permanent job					4.13	4.29
Business school					4.80	4.71
Community College					4.71	4.85
Tech/voc institute					4.53	4.93
University					5.40	5.39
Other/undecided					4.67	4.69

*Standard deviations for total sample: Grade 4: Opinion = 1.54; Description = 1.49; Grade 7: Opinion = 1.42; Description = 1.47; Grade 10: Opinion = 1.62; Description = 1.57.

Table 5.5
Attitude toward Writing Scores by
Selected Background Characteristics

Subgroup	Mean Scale Point		
	Grade 4	Grade 7	Grade 10
Total sample*	38.1	35.7	34.0
Gender: Male	36.4	33.0	30.3
Female	39.9	38.5	36.6
Attends learning assistance:			
Yes	36.8	34.3	33.8
No	38.4	35.9	34.0
Ever attended ESL:			
Yes	37.8	36.5	35.9
No	38.2	35.7	33.9
Language spoken in home:			
English	38.3	35.7	33.9
Other	37.1	36.7	34.7
Number of books in home:			
0-24	36.2	34.0	30.3
25-99	37.3	35.2	33.0
100-249	38.2	35.6	34.0
250 or more	38.6	36.1	34.7

*Standard deviations for total sample: grade 4 = 6.2, grade 7 = 7.0, grade 10 = 7.5.

5.4 Associations with Program Variables

Tables 5.6 and 5.7 display variations in students' reading achievement and attitudes according to the relative importance their teachers assigned to ten program variables. At all grades, students whose teachers reported that prepared oral reading (e.g., plays, readers theatre, oral interpretation of poetry) was an essential part of their reading and literature programs achieved slightly higher levels of achievement and displayed more positive attitudes toward reading. Independent reading and research projects, and the study of novels were also associated with higher achievement at all grades; the study of poetry with more positive attitudes. At grades 4 and 10, students whose teachers indicated that workbooks and other commercial skill-development materials are not useful achieved above average scores for both achievement and attitude. At grade 10, achievement was also slightly higher and attitudes more positive for students in classrooms where small group discussion is considered important.

Overall, students whose teachers responded "Not useful" for the program features listed achieved lower scores and displayed less positive attitudes; the single exception was the item which related to the use of workbooks and commercial skill-development materials.

At all grade levels, particularly low achievement scores appeared for classrooms where independent reading and research, the study of novels, and the integration of reading, writing, listening, and speaking were designated "not useful"; similarly low attitude scores were associated with these features at grades 7 and 10, but not at grade 4. Low achievement and attitude scores were also associated with low ratings for the development of comprehension strategies.

Data displayed in Table 5.8, which shows the association between students' scores and the number of novels they report having read for their English language arts classes, substantiates some of the results described above. At all grade levels, attitude and achievement scores increase with the number of novels read. Differences are most pronounced at grade 10.

The results presented in this section support the conclusion that weaker students encounter fewer "enriching" experiences and spend less time reading novels and poetry than do their more able counterparts. This finding is supported by previous research which suggests that the students who could benefit most from a rich literacy environment are the least likely to experience it (see, for example, Allington, 1983; Applebee et al, 1988). The cause of this association between practice and student outcomes is less clear: do teachers adjust their instructional strategies in the belief that weaker students need different kinds of experiences than "good" students, or, do students become more able when they are offered certain kinds of learning experiences? A substantial proportion of B.C. students displayed "unsatisfactory" levels of achievement on this assessment (see Chapters 2 and 3). Data in this section suggest that these students may not be encountering optimal learning experiences. This issue will need to be addressed in the B.C. language arts revision.

Table 5.6
Reading Achievement Scores by Program Variables

Feature	Mean Reading Score			
	Essential	Important	Limited	Not Useful
Grade 4 (mean = 71.1)				
Prepared oral reading	72.0	71.5	70.7	69.0
Independent projects	72.2	70.6	69.2	61.9
Poetry	71.8	71.3	70.9	69.0
Study of novels	72.0	70.9	69.3	60.1
Comprehension strategies	71.6	70.8	70.9	65.9
Small group discussions	71.4	71.3	71.0	67.4
Integration of language arts	71.6	69.9	68.6	63.4
Vocabulary activities	71.2	71.2	71.2	71.0
"Buddy" or partner reading	70.4	71.7	71.3	70.2
Workbooks/other commercial skill-development materials	70.5	70.8	71.6	72.5
Grade 7 (mean = 72.9)				
Prepared oral reading	74.0	73.6	72.4	70.6
Independent projects	73.9	72.5	70.8	61.7
Poetry	73.4	73.5	72.7	70.9
Study of novels	73.7	73.0	70.7	63.6
Comprehension strategies	73.5	72.7	72.6	67.6
Small group discussions	73.1	73.1	72.9	73.6
Integration of language arts	73.5	72.1	68.1	65.8
Vocabulary activities	73.1	73.1	73.1	69.1
"Buddy" or partner reading	71.7	72.5	73.4	74.5
Workbooks etc.	71.4	72.3	73.7	73.6
Grade 10 (mean = 65.4)				
Prepared oral reading	67.0	65.9	65.1	63.3
Independent projects	66.4	66.1	64.3	53.2
Poetry	66.7	66.3	64.6	56.7
Study of novels	66.6	65.2	61.0	50.3
Comprehension strategies	66.6	65.2	64.8	59.5
Small group discussions	66.3	65.9	65.2	61.0
Integration of language arts	65.8	65.8	59.4	46.8
Vocabulary activities	65.3	65.4	66.4	65.1
Notetaking	65.5	65.8	65.4	65.6
Workbooks etc.	64.5	63.3	66.0	67.4

Table 5.7
Reading Attitude Scores by Program Variables

Feature	Mean Attitude Score			
	Essential	Important	Limited	Not Useful
Grade 4 (mean = 58.3)				
Prepared oral reading	59.3	58.4	57.9	56.9
Independent projects	59.0	57.7	57.4	54.2
Poetry	59.4	58.5	57.7	56.4
Study of novels	58.8	58.1	57.3	55.4
Comprehension strategies	58.7	57.9	57.9	52.9
Small group discussions	58.9	58.2	57.7	56.6
Integration of language arts	58.6	57.5	56.9	56.6
Vocabulary activities	58.5	58.1	58.1	57.8
"Buddy" or partner reading	58.5	58.6	58.0	57.5
Workbooks/other commercial skill-development materials	58.2	57.9	58.5	59.4
Grade 7 (mean = 56.0)				
Prepared oral reading	57.1	56.4	55.4	54.0
Independent projects	56.4	55.8	54.7	48.5
Poetry	56.7	56.3	55.8	53.3
Study of novels	56.3	56.0	54.9	49.8
Comprehension strategies	56.4	55.7	55.7	52.3
Small group discussions	56.2	56.0	55.8	55.5
Integration of language arts	56.2	55.4	54.4	53.0
Vocabulary activities	56.3	56.0	55.7	54.2
"Buddy" or partner reading	55.7	55.9	56.1	56.1
Workbooks etc.	56.4	56.0	56.0	56.1
Grade 10 (mean = 53.9)				
Prepared oral reading	55.2	54.0	53.6	51.7
Independent projects	54.5	54.0	53.1	48.9
Poetry	54.4	54.4	53.5	47.9
Study of novels	54.3	53.9	51.7	42.0
Comprehension strategies	54.3	53.8	53.5	48.2
Small group discussions	54.6	54.1	53.3	51.0
Integration of language arts	54.1	53.7	50.7	42.8
Vocabulary activities	54.2	53.8	53.8	51.5
Notetaking	54.4	54.0	53.6	53.2
Workbooks etc.	53.9	53.4	53.9	54.4

Table 5.8
Reading Achievement and Attitude Scores by Number of Novels Read for English Language Arts this Year

Measure/Grade	Novels Read for English Language Arts 0	1	2-3	4-5	6+	Total Sample
READING ACHIEVEMENT						
Grade 4	63.5	69.5	72.0	72.7	72.8	71.1
Grade 7	67.7	70.2	72.5	74.7	75.6	72.9
Grade 10	47.6	62.3	65.5	67.1	69.7	65.4
ATTITUDE TOWARD READING						
Grade 4	56.3	57.7	58.3	58.7	59.9	58.3
Grade 7	54.6	55.0	55.6	56.4	57.7	56.0
Grade 10	44.0	51.9	53.8	54.8	57.2	53.9

5.5 Regression Analysis

A regression analysis was conducted to examine the relationships between reading achievement and four of the background and program variables. A detailed discussion of the analysis procedures and results are presented in Appendix F.

The dependent variable was the score on the multiple-choice reading test in percent. The independent variables were student responses to the following four questions:

1. How much time did you spend reading for your own pleasure yesterday?
2. How many novels have you read in your English class this year?
3. About how many library books did you borrow last month?
4. About how many books are there in your home?

Each question had four or five alternatives that ranged from none to a specific number which varied from question to question. The lowest predicted scores for each grade level are for students who selected none for each question; the highest predicted scores are for those students who selected the largest response for each question. The lowest and highest predicted scores are given below for each grade:

	Lowest Score	Highest Score
Grade 4	47%	80%
Grade 7	50%	81%
Grade 10	36%	79%

The separation between lowest and highest scores is considerably larger for grade 10 than at the lower grades. Although we cannot expect student performance to change directly as a result of changes to their reading habits and environments, significant improvement should result if changes in behaviour and environment are encouraged in primary school and continued throughout a child's schooling. Students who are having problems with reading must be given rich reading experiences.

5.6 Achievement of Special Education Students

Reading achievement scores for designated special education students are summarized in Table 5.8. Not surprisingly, students identified as "gifted" performed substantially above the mean at all grade levels. Students who indicated that they attend French Immersion classes performed above the mean at all grade levels; programme-cadre students were above the total population at grades 4 and 7, but not at grade 10. (It is worth noting that these students also indicated a higher number of books in their homes; those in Immersion programs were also less likely to speak English as a second language.)

5.7 Students Attending Private Schools

In Table 5.9, reading achievement and attitude scores for public and private school students are compared, along with data on cultural environment (i.e., number of books in the home). Private school students demonstrated higher levels of achievement and more positive attitudes at all grade levels. They are also somewhat more culturally advantaged in terms of reading materials in their homes.

Table 5.9
Reading Achievement (Form M) Scores According to
Special Educational Characteristics

Subgroup	Mean Percent Correct		
	Grade 4	Grade 7	Grade 10
Total sample*	71.07	72.98	65.55
Programme-Cadre de Francais	73.98	78.42	64.29
Early French Immersion	77.46	80.80	74.20
Late French Immersion	n/a	80.28	71.07
Gifted program	88.37	86.68	73.35
Visually Impaired	62.94	69.26	55.74
Hearing Impaired	62.95	64.04	47.79
Physically Handicapped	57.04	56.08	47.32
Rehabilitation (in school)	54.63	58.29	50.74
Severe Learning Disabled	41.64	45.91	40.79

*Standard deviations for total sample: Grade 4 = 19.15; Grade 7 = 17.46; Grade 10 = 17.89.

Table 5.10
Comparison of Public and Private School Populations
on Selected Background Characteristics

Subgroup	Mean Score Grade 4	Grade 7	Grade 10
Reading Achievement			
Total sample	71.1	73.0	65.6
Public Schools	70.7	72.7	65.0
Private Schools	75.1	75.8	70.4
Attitude toward Reading			
Total Sample	58.3	56.0	53.9
Public Schools	58.2	55.8	53.7
Private Schools	59.6	58.0	56.2
	Percent of Students		
Number of books in home:			
Public schools: 0-24	5.9	4.4	4.8
25-99	18.8	16.3	17.2
100-249	28.2	29.2	29.5
250+	46.1	49.7	47.9
Private schools: 0-24	3.1	1.2	2.1
25-99	14.9	12.4	11.9
100-249	28.9	26.9	26.1
250+	52.9	59.3	59.8

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

This chapter provides a brief overview of the results of the 1988 assessment, along with recommendations derived from those results. The recommendations were developed by the Contract Team.

6.2 Reading Performance

Three areas of student reading performance were assessed: comprehension; attitudes; and strategies.

6.2.1 Comprehension

Can B.C. students read and interpret the range of materials they are likely to encounter at school? Interpretation Panels consistently judged performance at grades 4 and 7 as Very Satisfactory. At grade 10, the Panel judged results to fall between Satisfactory and Very Satisfactory, depending on the domain and form of question. At all grade levels, Panelists noted that many of the results had exceeded their expectations and suggested that current performance levels provide a strong base for moving toward excellence.

On the basis of the standards set by Interpretation Panelists, over 65% of grades 4 and 7 students and 50% of grade 10 students achieved "Very Good" or "Excellent" results on the multiple-choice form; over 30% of grades 4 and 7 students and approximately 10% of grade 10 students achieved "Excellent" results. When they were asked to compose written responses, typically, over 75% of students at all grade levels offered "acceptable" answers.

Students at both grades 4 and 7 demonstrated high levels of facility in dealing with narrative material. Grade 4 students had somewhat more difficulty with items associated with poems; grade 7 students had greatest difficulty interpreting a newspaper article which described a recent scientific discovery and evaluating the content of an editorial. At grade 10, results of items where students were required to compose written answers were generally judged more favourably than results for the multiple-choice items. Panelists were particularly encouraged by grade 10 students' willingness and ability to project their imagination and feelings into the poems they read; in many instances, however, they noted a lack of specificity and difficulty in integrating textual material to support personal views or opinions.

Although no areas of serious weakness were identified, the fact that 15% of grade 4, 11% of grade 7, and 18% of grade 10 students did not achieve "Satisfactory" performance levels (basic curriculum goals) is cause for some concern. These students are likely to experience increasing difficulty as they move through higher grade levels. Further, large numbers of students had difficulty with individual items which called for higher level thinking skills - for making judgements and responding to what they read. Markers noted that many students were clearly inexperienced in offering and substantiating opinions and personal responses. In the course of designing and conducting the assessment, it was somewhat distressing to find that a substantial number of teachers and students ascribe to a rather narrow definition of student assessment which assumes that appropriate questions must have answers that are clearly "right" or "wrong" in terms of text content. This view is seriously at variance with current theory and research which views comprehension as the act of composing meaning through the interaction of reader, text and context (see, for example, Langer, 1986; Pearson, 1985; Rosenblatt, 1978; Tierney & Pearson, 1983).

At grades 7 and 10, a number of questions from previous assessments were repeated. At grade 7, students demonstrated substantial gains over their counterparts of 1984; at grade 10, results were stable. At all grades, Panel judgements were comparable to those of 1984.

In the light of the results and observations summarized above, the Contract Team commends B.C. teachers for assisting students to attain consistently high levels of reading achievement and recommends that:

1. Teachers at all grade levels help students to develop effective strategies for dealing with <u>both</u> literature and informative material.

2. Teachers focus increased attention on personal response and critical reading strategies. Students should be prompted to offer, elaborate and substantiate their views or opinions both orally and in writing.

3. Teachers, particularly in upper elementary and secondary grades, help students to develop strategies for making both general and specific references to the text when they are asked to write about a reading selection.

4. All members of the educational community engage in a sustained effort to assist low-achieving students to develop thoughtful and coherent sets of reading competencies. This instruction should recognize the range of reading tasks required for success in school.

5. The Ministry, in cooperation with local districts, ensure that adequate materials and instructional resources are available to facilitate (1) through (4) above.

6.2.2 Attitudes toward Reading

Do B.C. students enjoy and value reading? Overall, students expressed extremely positive attitudes and reported an extensive amount and variety of leisure reading. Results at grades 4 and 7 suggest that students in 1988 feel more positively about reading, spend a greater amount of leisure time reading, and read a greater range of material than did their counterparts in 1984 and 1980. The increases are particularly striking at grade 4: 81% expressed positive attitudes in 1988 compared with 68% in 1984; 80% reported some leisure reading on the previous day compared with 68% in 1984; readership of books, newspapers, magazines, and comic books increased by between 7% and 14%; and 67% of students reported borrowing at least six library books in the last month compared with 58% in 1984. A similar pattern was evident at grade 7, although the gains were smaller. On the other hand, at grade 10, 1984 and 1988 results were comparable except for an increase in newspaper readership. Finally, at all grades, there appears to be increasing diversity in the type of material students read in their leisure time.

These results, combined with the gain in achievement noted at grade 7, suggest that a major change has occurred at the elementary level over the last four years, resulting in a population of students who are much more enthusiastic about reading. While there has been no change in curriculum or in prescribed resources, results summarized later in this section indicate that classroom use of currently prescribed basal reading programs has decreased substantially. This implicit change in classroom reading programs appears to have worked for the benefit of B.C. students.

In the light of the results and observations summarized above, the Contract Team recommends that:

6. The Ministry of Education explore causal factors associated with the strong increase in postive attitudes and leisure reading at grade 4. Results of such a research study would have direct implications for selection of curriculum resources and for instructional practice.

7. The Ministry of Education, in cooperation with local schools and districts, ensure that students have continued and easy access to quality reading materials in a variety of genres. These materials should include literature, non-fiction, newspapers, and magazines.

8. Interpretation of results at all levels - provincial, district and school - focus attention on student achievement of affective (attitude) goals as well as those related to comprehension.

6.2.3 Reading Strategies

To what extent do students consciously use the strategies which are characteristic of effective, independent readers? At all grade levels, over 65% of students report previewing text features before they read and forming mental pictures as they are reading, while 48% to 60% report making predictions before and while they read, and reviewing text and pausing to think about

material as they are reading. These encouraging results suggest that substantial numbers of B.C. students have acquired some effective reading strategies. On the other hand, most students do not engage in prereading discussions, or in discussion, reflection or elaboration after they have read a selection, and very few students make notes or write in response to what they have read. Overall, grade 7 students reported less frequent use of reading strategies than did grades 4 or 10 students.

In the light of results summarized above, the Contract Team recommends that:

9. Teachers extend the instructional focus on prereading activities. These activities can help students to activate prior knowledge and to become actively engaged with the text.

10. Teachers focus increased attention on reading strategies which prompt students to reflect and elaborate on what they read.

6.3 Performance in Written Expression

The 1988 assessment examined three aspects of student performance in written expression: achievement; attitudes; and strategies.

6.3.1 Achievement

How well do B.C. students perform on structured writing tasks? Overall, Interpretation Panels at all grade levels judged results to be Satisfactory, with the grade 10 Panel showing slightly more enthusiasm by requesting that the rating be recorded as Satisfactory+. At grade 4, over 85% of students provided "acceptable" responses to both extended and short writing tasks; at grades 7 and 10, over 75% did so. Generally, students performed better on the extended writing task, than on the shorter tasks where both form and topic were specified - less than 20% of responses to opinion or description topics were judged "superior".

The 1988 results are in sharp contrast to those reported in 1978 when grade 4 performance was viewed as less than satisfactory on 8 of 23 skills assessed; grade 8, on 17 of 26 skills assessed; and grade 12, on 25 of 27 skills assessed. In 1978, only 51% of grade 4 students, 33% of grade 10 students and 25% of grade 12 students provided "acceptable" responses to an extended narrative task, while in 1988, 96% of grade 4 students, 81% of grade 7 students and 75% of grade 10 students did so. These results offer compelling evidence that efforts to improve B.C. students' writing have been successful.

Teachers who scored the 1988 student papers noted particular strengths in fluency, in engagement with the topics, in unity, and in mechanics at all grade levels, but concurred with Interpretation Panelists that many papers showed little evidence of planning, sense of audience, elaboration of ideas, sentence variety, and use of figurative and evocative language.

Feature analyses of the papers suggested that superior writing, at all grade levels, was characterized by a strong sense of personal voice, by frequent instances of connotative language, visual detail and sentence variety, and by variation in levels of generality (i.e., moving between broad concepts or ideas and various levels of detail/specificity).

In the light of the results and observations described above, the Contract Team commends B.C. educators for the efforts which have resulted in a dramatic increase in quality of student writing over the last ten years and recommends that:

11. Teachers focus increased attention on the specific features which appear to be associated with effective writing. These include: a sense of voice and structure; elaboration of ideas; effective use of sensory and connotative language; and variety in sentences and levels of detail.

12. Teachers ensure that students have opportunities to write in a variety of genres. Students should also develop an understanding of the structures and features which are specific to different forms.

13. That the Ministry, in cooperation with local districts, ensure that adequate instructional resources are available to facilitate (12) and (13) above.

6.3.2 Attitudes toward Writing

Do B.C. students enjoy and value writing? Results of the 1988 assessment suggest that they do. At all grade levels, over 67% expressed positive attitudes and between 60% and 87% reported that writing was helpful for getting a good job, for communicating with others, for learning, and for clarifying and understanding their own ideas and feelings. Students also reported extensive leisure writing, with over 40% at each grade level having written at least two letters and, at grade 4, over 40% having written at least two stories, in the last month. Grade 10 students reported the most frequent letter writing; grade 4 students, the most frequent poetry writing and journal entries. Grade 7 students reported the least poetry writing and the fewest letters. Although direct comparisons with 1978 results are not possible, it is clear that current B.C. secondary students engage in much more leisure writing than did their counterparts of ten years ago. This observation supports the changes noted for achievement. No specific recommendations are based on these results.

6.3.3 Writing Strategies

To what extent do B.C. students use various writing strategies? Over 70% of students at each of grades 4, 7, and 10 report that they frequently form mental pictures or images before they write; over 80% check for errors and make corrections after writing a first draft. Overall, grade 4 students report the greatest use of prewriting strategies; grade 10 students, the greatest use of revision, editing, and proofreading strategies. (It is interesting to note that while students who produced superior pieces of writing for this assessment demonstrated more extensive prewriting activities than those who produced weaker papers, the extent of explicit editing did not vary across achievement categories.) Fewer than half of students at any grade level reported frequently making notes, webs, or outlines before writing; using the specific strategies listed while writing a first draft; engaging in peer- or teacher-assisted editing; or considering audience when revising and editing. Finally, it is discouraging to find that between 19% and 26% of students frequently recopy their work without making any changes or corrections.

In the light of the results and observations summarized above, the Contract Team recommends that:

14. Teachers extend the instructional focus on prewriting activities which assist students to explore, elaborate, and extend their ideas.

15. Teachers encourage increased collaborative activities at all stages of the writing process.

16. Teachers actively discourage students from recopying their drafts without changes for no other purpose than to improve neatness and handwriting. Student time would be better spent in composing other pieces of writing.

6.4 Student Background: Program Information

Two teacher questionnaires provided information about the English language arts programs, learning experiences, and evaluation practices B.C. students experience.

6.4.1 Instruction

What are the key features of the instructional programs B.C. students are experiencing? At each of grades 4, 7, and 10, teachers identified the following features as important aspects of their programs: integration; the study of novels; the development of independent reading comprehension strategies; enhancing reading vocabulary; proofreading strategies and activities; direct instruction for specific writing skills; individual and shared prewriting activities; teacher-assisted revision and editing; oral sharing; and writing conferences. Small-group discussions play a minor role in

most classrooms and fewer than half of B.C. students are in programs where workbooks and other commercial skill-development materials are considered important.

The most surprising - and distressing - result of the teacher questionnaire related to poetry. Only 46% of grade 7 students, 59% of grade 4 students and 60% of grade 10 students are in programs where poetry is considered important. This result may explain why few grade 7 students engage in independent poetry writing.

Teachers also reported on the amount of class time devoted to various activities. At all grades, class discussions and individual reading and writing activities account for the greatest amount of class time. Elementary students also spend a great deal of time receiving vocabulary instruction; and grade 4 students frequently listen as the teacher reads. Activities are most diverse in grade 4 classrooms; least diverse in grade 10 classrooms. Small-group work, oral reading, and listening instruction decline steadily with increasing grade level; notetaking increases.

Students reported on a number of learning experiences, including use of resources. Their responses indicated that a a dramatic change in classroom practice has occurred at grades 4 and 7: use of the Ginn 720 series has declined by over 15% since 1984, while the number of students who reported not using a reader has increased by 10% since 1984. Students reported extensive use of novels and frequent and diverse writing assignments across the curriculum, with 85% of grade 4 students, 83% of grade 7 students and 63% of grade 10 students reporting completion of five or more pieces of writing in the last month.

In light of the results and observations noted above, the Contract Team recommends that:

17. Teachers, particularly at grade 7, recognize that poetry can enrich students' lives and enhance their thinking and language skills. The reading of poetry should be an integral part of <u>all</u> English language arts programs.

18. Teachers increase student opportunities to develop higher level thinking, language and interpersonal skills through small-group discussion and collaboration. These activities can be particularly effective in stimulating prereading, prewriting, elaboration of ideas and responses, reflection, and revision.

19. Local schools and districts provide the encouragement and professional development opportunities necessary to assist teachers in implementing (17) and (18) above.

6.4.2 <u>Evaluation</u>

How do B.C. teachers evaluate the language development of their students? For reading, grades 4 and 7 students are most often evaluated on their abilities to deal with literary and informative material, and their development of specific skills. By grade 10, the focus on literary material increases and

the emphasis on specific skills decreases. Evaluation is typically based on sentence or paragraph answers, and marks or grades are assigned. Teacher-made tests are important at all grade levels. In elementary grades, over 30% of students are frequently evaluated by standardized or basal-mastery tests. Few teachers consider attitudes toward either reading or writing important in their evaluation of students, although a substantial portion of the current curriculum focuses on affective outcomes, and positive attitudes are considered requisite for the development of cognitive and performance outcomes.

Teachers mark a great deal of written work - over 80% report marking at least two pieces of writing each month; over 38% evaluate at least one piece each week. At grades 4 and 7 reading and writing are evaluated with equal frequency; at grade 10, writing is evaluated much more often. Evaluation at grade 4 emphasizes creative writing, with a gradual shift to expository writing by grade 10. Over 80% of teachers respond to student writing with anecdotal comments. Approximately half of grade 4 teachers assign a mark or grade, compared with 80% at grade 7 and 94% at grade 10. Students are rarely allowed to choose the piece of writing that will be evaluated, and self-evaluation is relatively infrequent, although current research and theory suggest that it is essential to student development.

It is worth noting that many teachers, particularly at the elementary level, who participated in Assessment activities were enthusiastic about the use of holistic marking scales for evaluating students writing, and the use of written-response questions with clearly defined scoring criteria for evaluating reading. Although neither of these procedures are innovative, they are clearly not widely-used by B.C. teachers. The techniques of feature analyses, to identify salient qualities of effective writing, were also new to most of the teachers who participated in the assessment; they saw wide applications of this process in terms of both instruction and evaluation - particularly, self-evaluation.

In the light of the results and observations summarized above, the Contract Team recommends that:

20. The Ministry, in cooperation with local districts, continue to research and disseminate information about a variety of evaluation strategies for both achievement and attitudes. Resource packages based on the instruments and procedures developed for this assessment should be distributed to classroom teachers.

21. Local schools and districts continually monitor evaluation practices to ensure that strong connections among curriculum, instruction, and evaluation are maintained.

22. Local schools and districts encourage the professional development of their teachers by providing training and resources for a variety of appropriate evaluation strategies.

6.5 Enhancing Performance

A major goal of assessment activities is the identification of those factors associated with high levels of performance. Associations among performance variables, background characteristics, and program variables can suggest avenues for improving student performance.

6.5.1 The Effects of Student Background Characteristics

Which students are most likely to perform well? Results of the 1988 Assessment are consistent with previous research which indicates that female students consistently enjoy an advantage over their male counterparts; that sociocultural factors, such as reading material in the home, are strongly associated with performance; that extensive leisure reading and writing is related to both attitudes and achievement; and that English-Second-Language students, particularly those who most often speak a language other than English in their homes, are at a disadvantage in terms of achievement (but not attitude). The most distressing aspect of these results is that the educational process seems to be ineffective in compensating for language or sociocultural disadvantages - the differences between culturally "advantaged" and "disadvantaged" students increase with increasing grade level.

These results and observations emphasize the importance of Recommendation 4 regarding low-achieving students. The Contract Team further recommends that:

23. The Ministry and local districts and schools clearly inform parents that leisure reading and writing opportunities can lead to higher achievement and more positive attitudes.

24. English language arts educators continue to monitor programs and materials to ensure that no biases exist which might disadvantage male students.

6.5.2 Effective Reading and Writing Strategies

What strategies are associated with higher levels of performance? Not surprisingly, reported frequent use of all reading and writing strategies was associated with stronger performance. This result may be an artifact of attitude - that is, students who enjoy reading and writing and who are good readers and writers are more likely to respond positively to any questions about these activities. However, some strategies appeared to have greater effect than others: students who visualize as they read achieved higher performance levels, and, at grade 10, those who engage in reflection - relating what they read to their own experiences and other reading - achieved higher results. For both reading and writing, the relationship between strategies and achievement increased with grade level.

These results support previous Recommendations 9, 10, 14 and 15 and prompt the following more general recommendations about strategic learning:

25. Teachers devote increased attention to the development of thinking, reading, and writing strategies. They should also make students explicitly aware of the value and appropriate use of these strategies.

26. Teachers monitor students' understanding and use of language strategies. This monitoring can be accomplished through techniques such as inventories, Learning Logs, reflective discussions, and interviews.

27. The Ministry, in cooperation with local schools and districts, ensure that appropriate resources and professional development opportunities are available to implement (25) and (26) above.

6.5.3 Effective Programs

What instructional practices are associated with higher levels of reading and writing performance? Students whose teachers assigned high ratings to the importance of a variety of specific program features generally achieved higher results, except in the case of "workbooks and other commercial skill-development materials," where low importance tended to be associated with higher achievement and more positive attitudes. This result may reflect the misconception among many teachers that low-achieving students will benefit more from structured "drill" materials, than from reading and writing opportunities. It is discouraging to reconfirm the frequent finding that those students who most desperately need a rich literacy environment are least likely to experience it.

On a more positive note, interpretive oral reading (i.e., readers theatre; plays; oral interpretation of poetry) and the study of poetry are associated with more positive attitudes; independent reading and research projects and novel study, with higher levels of achievement. At all grades, attitude and achievement scores are highest for those students who report reading the greatest number of novels as part of their English language arts classes. At grade 10, achievement was slightly higher and attitudes more positive for students in classrooms where small group discussion was considered important.

These results are open to a number of interpretations: for example, do teachers adjust their practices in the belief that weak students need different kinds of experiences than "good" students, or do students become more able when they are engaged in certain kinds of learning experiences? Regardless of cause, it seems clear that many low-achieving B.C. students do not encounter optimal language learning experiences.

These results support previous Recommendations 17 through 19. Further, the Contract Team recommends that:

28. All levels of the B.C. educational community re-examine the instructional practices and resources which are offered to low-achieving students. It is essential that these students experience a rich literacy environment which can enhance their development.

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APPENDIX A

CONTRIBUTORS TO THE 1988 ASSESSMENT OF READING AND WRITTEN EXPRESSION

RESOURCE TEAMS

The following teachers assisted with development of test forms and marking scales at various stages of the assessment.

Grade 4	District
Lynda Coplin	#37 Delta
Teresa Cosco	#35 Langley
Judi Hardy	#37 Delta
Linda Kaser	#38 Richmond
Sharon Smith	#30 South Cariboo

Grade 7	
Judy Craib	#38 Richmond
Randy Gibbons	#37 Delta
Rita Macdonnell	#49 Central Coast
Adrienne Sharp	#38 Richmond

Grade 10	
Gary Aebig	#27 Cariboo-Chilcotin
Enza Arquilla	#38 Richmond
David Fisher	#36 Surrey
Pat McIntosh	#39 Vancouver
Graham Stewart	#43 Coquitlam
Catherine Tolsma	Vancouver Community College

REVIEW PANELS

Kelowna

Grade 4

	School District
Rolf Dykstra	#21 Armstrong
Peter Harling	#17 Princeton
Margaret Hirsch	#13 Kettle Valley
Carollyne Lansel	#15 Penticton
Nancy Leardo	#14 Southern Okanagan
Susan MacNeil	#23 Central Okanagan
Gwen Maeland	#22 Vernon
Peter Maryschuk	#23 Central Okanagan
Doug Rumball	#77 Summerland
Donna Walker	#35 Langley
Stan Woods	#86 Creston-Kaslo

Prince George

Grade 7

Bob Davis	#27 Cariboo-Chilcotin
Tom Dinsdale	#80 Kitimat
Randy Gibbons	#37 Delta
John Mackie	#54 Bulkley Valley
Bob McCubbin	#52 Prince Rupert
Denise Milne	#59 Peace River South
Tish Rempel	#60 Peace River North
Connie Scott	#55 Burns Lake
Bob Strain	#57 Prince George
Mel Winthrope	#28 Quesnel
Loretta Young	#56 Nechako

Nanaimo

Grade 10

Philip Allingham	#61 Greater Victoria
Lesley Bird	#72 Campbell River
Vivien Davies	#63 Saanich
Margaret Furnell	#85 Vancouver Island North
Kathleen Gregory	#62 Sooke
Geoff Hargreaves	#65 Cowichan
Winston Joseph	#70 Alberni
Fraser Syme	#63 Saanich
Heather Van Holderbeke	#71 Courtenay
Ray Ward	#68 Nanaimo
Susan White	#69 Qualicum

REVIEW PANELS, CONT'D

Richmond

Grade 4

Jane Burke	#37	Delta
Bev Craig	#52	Prince Rupert
Rachel Duncan	#39	Vancouver
Audrey Hobbs	#44	North Vancouver
Susan Kirsh	#34	Abbotsford
Susan Knox	#40	New Westminster
Nancy Langdale	#36	Surrey
Donna Neilson	#45	West Vancouver
Linda Phipps	#38	Richmond
Susan Seaman	#43	Coquitlam
Sharon Wylie	#41	Burnaby

Grade 7

Marilyn Bullock	#85	Burnaby
Barbara Ellington	#41	Howe Sound
Colleen Elson	#48	Sunshine Coast
Darlene Harris	#46	Delta
Marietta Hurst	#37	Vancouver
Theresa Herchak	#39	Richmond
Joan Newton	#38	Maple Ridge - Pitt Meadows
Rita Parisotto	#42	Langley
Wayne Rogers	#35	Coquitlam
Diane Royal	#43	Mission
Trudy Ternes	#85	Vancouver Island North

Grade 10

Jennifer Blenkinsop	#43	Coquitlam
Gary Burke	#38	Richmond
Constance Caldwell	#41	Burnaby
Alan Charlton	#39	Vancouver
Vivien Davies	#63	Saanich
John Deutsch	#35	Delta
Terry Hammond	#44	North Vancouver
George Hawksworth	#40	New Westminster
Wayne Houston	#36	Surrey
Brian Lunn	#39	Vancouver
Tara Sinclair	#45	West Vancouver
Jack Tearne	#33	Chilliwack

MARKING COMMITTEE - GRADE 4

Committee Chairpersons	School District
Lynda Coplin	#37 Delta
Teresa Cosco	#35 Langley
Judy Hardy	#37 Delta
Sharon Smith	#30 South Cariboo

Markers

Elizabeth Beatty	#55 Burns Lake
Brenda Brierly	#23 Central Okanagan
Gary Choo	#92 Nisgha
Bev Craig	#52 Prince Rupert
Terry Dodds	#63 Saanich
Pamela Edge	#64 Gulf Islands
Norma Erickson	#56 Nechako
Dennis Dempster	#69 Qualicum
Judy Devereaux	#43 Coquitlam
Corneli Dyck	#39 Vancouver
Ian Farber	#24 Kamloops
A. Ferguson	#68 Nanaimo
Chris Guernsey	#37 Delta
Glen Hilder	#36 Surrey
Antoinette Juliano	Independent
Wilma Laing	#37 Delta
Nancy Langdale	#36 Surrey
Peter McConville	#43 Coquitlam
Dawn McGillivray	#37 Delta
Barbara MacKinnon	#44 North Vancouver
Lily Minato	#27 Cariboo-Chilcotin
Parmjit Parmar	#32 Hope
Patricia Phelan	#35 Langley
Dennis Richards	#44 North Vancouver
Patrick Robertson	#01 Fernie
Marvel Rogers	#36 Surrey
Joey Sahli	#43 Coquitlam
Sylvia Scott	#61 Greater Victoria
Roy Shields	#71 Courtenay
Elaine Sturgeon	#15 Penticton
Alan Sundquist	#34 Abbotsford
Ruthann Tobin	#34 Abbotsford
Luella Unger	#34 Abbotsford
Susan Vlismas	#43 Coquitlam
Richard Walker	#71 Courtenay
Murray Wickham	#36 Surrey
Judy Wilson	#40 New Westminster

MARKING COMMITTEE - GRADE 7

Committee Chairpersons	School District
Judy Craib	#38 Richmond
Molly Creery	U.B.C.
Julie Davis	#63 Saanich
Caren Stone	#62 Sooke

Markers

Bill Abley	#24 Kamloops
Gerry Addy	#44 North Vancouver
Sandy Anaka	#55 Burns Lake
Fred Benallick	#29 Lillooet
F. R. Bisenburger	#55 Burns Lake
Robert Brucker	#15 Penticton
Tom Brunker	#39 Vancouver
Allen Campsall	#27 Cariboo-Chilcotin
Ann Marie Carlson	Independent
Sharen Cherry	#36 Surrey
Jean Coe	#15 Penticton
Patricia Crystal	Independent
Joanne Davies	#43 Coquitlam
Lou Dubois	#39 Vancouver
Katalin Duval	#35 Langley
Selina Ebens	Independent
George Epp	#33 Chilliwack
Roald Feness	#62 Sooke
Graham Fishlock	#37 Delta
Adrian Gowing	#27 Cariboo-Chilcotin
Manfred Hartmann	#36 Surrey
Neil Holland	#84 Vancouver Island West
Lori Houlton	#18 Golden
Jake Janzen	#15 Penticton
Vera Johnson	#43 Coquitlam
Eric Keddie	#70 Alberni
Francine Kissinger	#71 Courtenay
Robert Lewis	#75 Mission
Bernie McCabe	#43 Coquitlam
Ken McDonald	#32 Hope
Desiree McKay	#03 Kimberley
Derek McCracken	#36 Surrey
Martin Marquardt	#61 Greater Victoria
Jack Morrison	#57 Prince George
David North	#39 Vancouver
Patricia Ormiston	#39 Vancouver
Georgette Pauker	#64 Gulf Islands
Jennifer Petersen	#41 Burnaby
Manfred Reusse	#56 Nechako
David Sanderson	Independent
Fred Schaefer	#43 Coquitlam
Charlie Schellinck	#18 Golden
Howard Schultz	#72 Campbell River
Cathy Thornicroft	#37 Delta
Ron Tomicki	#02 Cranbrook
Brian White	#59 Peace River South

MARKING COMMITTEE - GRADE 10

Committee Chairpersons	School District
Gary Aebig	#27 Cariboo-Chilcotin
Lynn Archer	#36 Surrey
David Fisher	#36 Surrey
Donald Olsen	#35 Langley

Markers

Karen Alekson	#89 Shuswap
Enza Arquilla	#38 Richmond
Sheila Black	Independent
Don Beadle	#52 Prince Rupert
Keith Brooks	#22 Vernon
Wendy Caissie	#46 Sunshine Coast
Colin Campbell	#27 Cariboo-Chilcotin
Duane Campbell	#34 Abbotsford
Lawrence Carlson	#40 New Westminster
Adelle Clements	#61 Greater Victoria
Valene Collins	Independent
Trudy Colonello	#01 Fernie
Gerry Dahle	#42 Maple Ridge-Pitt Meadows
Roderick Derskon (Derkson?)	#23 Central Okanagan
Anne Dreyer	#48 Howe Sound
Olive Gilmour	#44 North Vancouver
David Gunderson	#23 Central Okanagan
John Harrison	#65 Cowichan
George Hawksworth	#40 New Westminster
Patricia Humphries	#61 Greater Victoria
Ian Jordan	#88 Terrace
Donna Kilgallin	#39 Vancouver
Isabel Kuzyk	#77 Summerland
Robert Livingstone	#75 Mission
Bob Lyons	#22 Vernon
Terry McCune	#47 Powell River
Charles McLaren	#70 Alberni
Norman Macleod	#43 Coquitlam
Peni Martel	#41 Burnaby
Harminder Mindy	#34 Abbotsford
Joy Morning	#30 South Cariboo
Derek Peach	#63 Saanich
David Peterson	#89 Shuswap
Barbara Piters	#37 Delta
Katherine Reinsdorf	#28 Quesnel
JoAnne Ryeburn	#40 New Westminster
Robert Scott	#39 Vancouver
Paul Sexton	#76 Agassiz-Harrison
Robert Shellon	#10 Arrow Lakes
Carolyn Shillington	Independent
Mike Smeaton	#46 Sunshine Coast

MARKING COMMITTEE - GRADE 10, CONT'D

Markers	School District
Virginia Smith	#61 Greater Victoria
Vincent Sonntag	#01 Fernie
Douglas Stewart	#65 Cowichan
Terry Tabor	#61 Greater Victoria
Roger Triance	#23 Central Okanagan
Colleen Tsoukalas	#39 Vancouver
Chris Wales	#70 Alberni
John Wensveen	#37 Delta
Alice Whitty	#39 Vancouver
Jim Williams	#48 Howe Sound

INTERPRETATION PANELS

Grade 4

	School District
Susan Cottier	#63 Saanich
Joyce Davies	#48 Howe Sound
Lynne Deacon	#23 Central Okanagan
Richard Evans	#39 Vancouver
David Gulley	#24 Kamloops
Linda Hoffmann	#07 Nelson
Lisa Hoffner	Independent
Joyce Hurley	#85 Vancouver Island North
Carollyne Lansel	#15 Penticton
Michael McWhinnie	#14 Southern Okanagan
Alinda Patsch	#36 Surrey
Susan Pye	#66 Lake Cowichan
Lesley Tombs	#69 Qualicum
Faith Thorgeirson	#50 Queen Charlotte
Maria Voth	#27 Cariboo-Chilcotin

Grade 7

Jaymie Atkinson	#17 Princeton
Pat Beach	#55 Burns Lake
Marilyn Bullock	#41 Burnaby
Lynn Carr	#31 Merritt
Gervin Halladay	#57 Prince George
Lori Houlton	#18 Golden
Jim Inglis	#22 Vernon
Bob McCubbin	#52 Prince Rupert
Walter Miller	#85 Vancouver Island North
Denise Milne	#59 Peace River South
Valerie Peterson	#10 Arrow Lakes
Karin Phillips	#75 Mission
Jeanette Scott	#24 Kamloops
Charles Smith	#15 Penticton
Don Truscott	#34 Abbotsford

INTERPRETATION PANELS, CONT'D

Grade 10	School District	
Valerie Collins		Independent
Dennis de Groot		Independent
David Gelpke	#23	Central Okanagan
Kathy Gregory	#62	Sooke
Ronnie Haggarty	#36	Surrey
Wendy Hart	#34	Abbotsford
Marjorie MacFarlane	#15	Penticton
Ann McQuaid	#57	Prince George
David Madison	#22	Vernon
Mindy Rama	#34	Abbotsford
Brahm Sahadeo	#35	Langley
Alan Sanderson	#39	Vancouver
Bob Shellon	#10	Arrow Lakes
Jan Walsh	#50	Queen Charlotte
Joseph Winston	#70	Alberni

PARTICIPANTS IN THE ANALYSES OF TEACHERS' OPEN-ENDED RESPONSES TO QUESTIONS ABOUT CRITICAL THINKING

	District
Enza Arquilla	#38 Richmond
Patti Buchanan	#39 Vancouver
Cathy Crook	#42 Maple Ridge-Pitt Meadows
Julie Davis	#63 Saanich
Sharon Jeroski	Horizon Research & Evaluation Affiliates
Linda Kaser	#38 Richmond
George Matthews	Student Assessment Branch
Adrienne Sharp	#38 Richmond
Caren Stone	#62 Sooke

APPENDIX B

READING TEST FORMS (M AND W)
WITH RESPONSE DISTRIBUTIONS

APPENDIX B

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STUDENT BACKGROUND

1. How many students are in your classroom?

3	A.	1 to 15.
6	B.	16 to 20.
27	C.	21 to 25.
49	D.	26 to 30.
15	E.	31 to 35.
1	F.	36 or over.
1		omit

2. What reader are you using now?

6	A.	Inside Out (Ginn).
49	B.	A Lizard to Start With (Ginn).
5	C.	Tell Me How the Sun Rose (Ginn).
9	D.	Ready or Not (Holt, Rinehart and Winston).
17	E.	I'm using a reader that is not on this list.
16	F.	I'm not using a reader.

3. How many novels have you read as part of your reading class this year?

7	A.	None.
17	B.	One.
47	C.	Two or three.
17	D.	Four or five.
11	E.	Six or more.
1		omit

4. Are you in Programme-Cadre de Français?

1	A.	Yes.
98	B.	No.
1		omit

5. Are you in a French Immersion program?

5	A.	Yes.
94	B.	No.
1		omit

6. Do you sometimes go to learning assistance for special help?

18	A.	Yes.
81	B.	No.
1		omit

7. Do you sometimes attend English as a Second Language (ESL) classes?

3	A.	Yes.
95	B.	No.
2		omit

8. Have you <u>ever</u> attended English as a Second Language (ESL) classes?

8	A.	Yes.
91	B.	No.
1		omit

9. What language did you <u>first</u> learn to speak?

83	A.	English.
16	B.	Another language.
1		omit

10. What language do you <u>now</u> speak most often at home?

90	A.	English.
9	B.	Another language.
1		omit

11. About how many books are there in your home?

6	A.	0 to 24.
19	B.	25 to 99.
28	C.	100 to 249.
47	D.	250 or more.
1		omit

12. How much time did you spend reading <u>for your own pleasure</u> yesterday? (<u>Don't</u> count your homework.)

19	A.	None.
26	B.	Less than half an hour.
31	C.	Between half an hour and one hour.
23	D.	More than one hour.
1		omit

13. If you read for pleasure yesterday, what were you reading? (You may fill in more than one bubble for this question.)

57	A.	Storybook.
17	B.	Newspaper.
22	C.	Magazine.
40	D.	Comic Book.
7	E.	Poetry.
18	F.	Nothing. I didn't read yesterday.

14. About how many library books did you borrow <u>last month</u>? (Count all the books you borrowed, from both school and public libraries.)

4	A.	None.
10	B.	One or two.
17	C.	Three to five.
23	D.	Six to ten.
44	E.	More than ten.
1		omit

The next section has a number of statements about reading. We want to know if you agree or disagree with each statement. Use the answer bubbles in the box labelled "ATTITUDE SURVEY." Read each statement and then fill in the bubble which tells how <u>you</u> feel about the statement.

READING ATTITUDE SURVEY

1. Reading is for learning but not for enjoyment.

5	A.	Strongly agree.
9	B.	Agree.
13	C.	Can't decide.
31	D.	Disagree.
40	E.	Strongly disagree.
2		omit

2. Spending allowance on books is a waste of good money.

7	A.	Strongly agree.
8	B.	Agree.
17	C.	Can't decide.
34	D.	Disagree.
32	E.	Strongly disagree.
2		omit

3. Reading is a good way to spend spare time.

45	A.	Strongly agree.
39	B.	Agree.
7	C.	Can't decide.
5	D.	Disagree.
3	E.	Strongly disagree.
2		omit

4. Books are a bore.

4	A.	Strongly agree.
4	B.	Agree.
10	C.	Can't decide.
30	D.	Disagree.
51	E.	Strongly disagree.
2		omit

5. Watching TV is better than reading.

16	A.	Strongly agree.
12	B.	Agree.
33	C.	Can't decide.
21	D.	Disagree.
17	E.	Strongly disagree.
1		omit

6. Reading is rewarding to me.

29	A.	Strongly agree.
36	B.	Agree.
20	C.	Can't decide.
9	D.	Disagree.
5	E.	Strongly disagree.
1		omit

7. Books aren't usually good enough to finish.

5	A.	Strongly agree.
10	B.	Agree.
15	C.	Can't decide.
36	D.	Disagree.
32	E.	Strongly disagree.
2		omit

8. Reading becomes boring after about one hour.

12	A.	Strongly agree.
21	B.	Agree.
16	C.	Can't decide.
28	D.	Disagree.
23	E.	Strongly disagree.
1		omit

9. Most books are too long and dull.

6	A.	Strongly agree.
10	B.	Agree.
16	C.	Can't decide.
34	D.	Disagree.
32	E.	Strongly disagree.
2		omit

10. There are many books I hope to read.

51	A.	Strongly agree.
32	B.	Agree.
7	C.	Can't decide.
4	D.	Disagree.
4	E.	Strongly disagree.
2		omit

11. Books should only be read when they are assigned.

4	A.	Strongly agree.
5	B.	Agree.
6	C.	Can't decide.
28	D.	Disagree.
56	E.	Strongly disagree.
2		omit

12. Reading is something I can do without.

6	A.	Strongly agree.
10	B.	Agree.
15	C.	Can't decide.
28	D.	Disagree.
39	E.	Strongly disagree.
2		omit

13. Some part of summer vacation should be set aside for reading.

23	A.	Strongly agree.
35	B.	Agree.
16	C.	Can't decide.
11	D.	Disagree.
13	E.	Strongly disagree.
2		omit

14. Books make good presents.

33	A.	Strongly agree.
42	B.	Agree.
14	C.	Can't decide.
5	D.	Disagree.
4	E.	Strongly disagree.
2		omit

15. Reading is dull.

4	A.	Strongly agree.
3	B.	Agree.
9	C.	Can't decide.
25	D.	Disagree.
57	E.	Strongly disagree.
2		omit

ACHIEVEMENT SURVEY

READ THE PASSAGE BELOW. THEN ANSWER QUESTIONS 1 TO 7 USING INFORMATION FROM THIS PASSAGE.

THE MAN BEHIND THE CAT

When Jim Davis was growing up on a farm, he never believed he would become a cartoonist, let alone the creator of Garfield the world's favorite cartoon cat.

"I thought about being a doctor, a scientist, and a teacher," says Davis. But all the while he was sketching people and animals, including the 25 cats that lived on his parents' farm. By the time Davis was in second grade, he was drawing cartoons to amuse his friends.

"I was shy, and drawing became my way of expressing myself," he says. "I learned that I could make people laugh with my drawings."

Now Davis makes people laugh around the world. Garfield - the fat, lazy cat that loves to eat lasagna but turns up his nose at mice - appears in nearly 1,800 newspapers in 26 languages.

Davis has a full storehouse of ideas for his comic strip. Sometimes the ideas come from memories of funny things the cats did on his parents' farm. Other ideas come from letters written by Garfield fans.

Davis advises budding cartoonists to "draw and write as much as you can." He adds that it's important to enjoy creating your cartoons. "If you have fun doing them," he says, "people will have fun reading them."

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1. When Jim Davis was young, which of the following jobs did he think he might have when he grew up?

4	A.	Farmer.
1	B.	Lawyer.
58	C.	Teacher.
36	D.	Cartoonist.
1		omit

2. When Jim Davis was young, he learned that by drawing he could

92	A.	make people laugh.
2	B.	learn new languages.
1	C	earn money.
5	D.	create a famous cat.

3. Jim Davis sometimes gets his ideas for comic strips from

7	A.	his parents.
8	B.	other cartoonists.
3	C.	his school friends.
81	D.	letters from Garfield fans.
1		omit

4. What advice does Jim Davis give to beginning cartoonists?

12	A.	Save all your ideas.
5	B.	Laugh as much as you can.
4	C.	Dream as much as you can.
79	D.	Draw and write as much as you can.
1		omit

5. Which of the following best explains why Jim Davis began to draw cartoons?

4	A.	He wanted to be famous.
68	B.	He expressed himself by drawing.
16	C.	He wanted to be a cartoonist when he grew up.
12	D.	He had many ideas for the Garfield comic strip.
1		omit

6. Which of the following happened first in Jim Davis's life?

76	A.	Living with 25 cats.
2	B.	Getting letters from fans.
17	C.	Drawing cartoons for his friends.
4	D.	Appearing in nearly 1800 newspapers.
1		omit

7. What is this passage mainly about?

9	A.	Garfield.
70	B.	Jim Davis.
2	C.	Amusing friends.
18	D.	Drawing cartoons.
1		omit

READ THE STORY. THEN ANSWER QUESTIONS 8 TO 15 USING THE INFORMATION FROM THIS PASSAGE.

TOM AND THE MONKEYS

by Jean Chapman

Bang! Crash! Chitter-chatter! Wallop! Slap-clatter-flop!

The noise was enough to wake sleeping owls and it certainly startled old Tom, the cat, who was snoozing on his sunny doorstep. He squinted up at the gang of monkeys in the tree above him. Then they spied him.

Down the tree they slithered. They tweeked his tail, stroked his fur the wrong way, tickled his nose with a feather, poked at him with long fingers or dangled wrong-side up and just out of reach of his paws.

"Meow!" said Tom. Oh, he was a very angry cat! He waved the tip of his tail in annoyance. "All right, you monkeys!" he growled. "Do whatever you like, but let me warn you, do not touch that bell over there." Tom nodded towards a wasps' nest under the eaves of the house.

"What bell?" chattered the monkeys, alert and interested.

"That bell!" and Tom looked straight up at the wasps' nest. "It belongs to this house. If you ring it there's no knowing what will happen. That bell should only be rung on special occasions," said Tom, narrowing his eyes to slits. "Take my advice and behave yourselves. Don't ring it."

"Don't ring it! Don't ring it-ring-ring-ring-it!" shrilled the monkeys. "Just watch us!" And up the tree they went, scrambling over each other to swing across to the roof of the house.

"This is when I make myself scarce," thought Tom and he stepped inside the house. Just in time, too!

Whack! Thump! Slap-slap-slap! The monkeys hit the bell-nest with sticks or hands, even feet.

Zzz! Zzzzz! ZzzZZZZ! Furious insects poured from the nest. Zzzzzzzzzz! Sting! Sting! And more stings! The wasps punished the monkeys for disturbing their house. Ouch! Oooh! Slap-scramble! The monkeys shrieked and yelled as they scurried pell-mell to the river. Splash! Sloash! They jumped into the water and escaped from the angry wasps.

And Tom! He tip-toed from the house, settled on the step in the sun with his tail over his nose. And there, he drowsed away the rest of the afternoon, free of monkey business.

From Velvet Paws and Whiskers. Used by permission of Hodder and Stoughton Ltd. (Australia).

8. The monkeys in this story made enough noise to

8	A.	wake the wasps.
4	B.	hurt Tom's ears.
4	C.	make a bell ring.
84	D.	wake sleeping owls.
1		omit

9. Which of the following statements does the author use to describe Tom?

13	A.	Tom had narrow eyes.
10	B.	Tom had a very long tail.
72	C.	Tom was a very angry cat.
3	D.	Tom was orange and white.
1		omit

10. What did the monkeys do that made the wasps furious?

2	A.	Stole their honey.
7	B.	Shrieked and yelled.
86	C.	Disturbed their home.
4	D.	Splashed water on them.
1		omit

11. What did Tom say that made the monkeys want to ring the bell?

11	A.	"Do whatever you like."
3	B.	"All right you monkeys."
79	C.	"Do not touch that bell over there."
6	D.	"This is where I make myself scarce."
1		omit

12. In tricking the monkeys, Tom depended on their

21	A.	noise.
7	B.	anger.
6	C.	chatter.
66	D.	curiosity.
1		omit

13. Why did Tom go into the house?

5	A.	Because he was very angry.
9	B.	To escape from the monkeys.
17	C.	To find some peace and quiet.
70	D.	To stay away from the angry wasps.
1		omit

14. How do you think Tom felt at the end of the story?

10	A.	Angry.
3	B.	Curious.
5	C.	Puzzled.
81	D.	Satisfied.
1		omit

15. Which of the following best describes Tom, the cat in this story?

84	A.	Clever.
3	B.	Frightened.
7	C.	Very foolish.
5	D.	A slow thinker.
1		omit

READ THE POEM BELOW. THEN ANSWER QUESTIONS 16 TO 20.

MY DOG HE IS AN UGLY DOG

by Jack Prelutsky

My dog, he is an ugly dog,
he's put together wrong,
his legs are much too short for him,
his ears are much too long.
My dog, he is a scruffy dog,
he's missing clumps of hair,
his face is quite ridiculous,
his tail is scarcely there.

My dog, he is a dingy dog,
his fur is full of fleas,
he sometimes smells like dirty socks,
he sometimes smells like cheese.
My dog, he is a noisy dog,
he's hardly ever still,
he barks at almost anything,
his voice is loud and shrill.

My dog he is a stupid dog,
his mind is slow and thick,
he's never learned to catch a ball,
he cannot fetch a stick.
My dog, he is a greedy dog.
he eats enough for three,
his belly bulges to the ground,
he is the dog for me.

Used by permission of Lillian Morrow & Co.

16. The dog in this poem has

5	A.	tiny ears.
12	B.	long legs.
16	C.	a long tail.
66	D.	a short tail.
2		omit

17. Which of the following describes how the dog behaves?

2	A.	He does tricks.
8	B.	He plays with socks.
72	C.	He makes a lot of noise.
16	D.	He eats three times a day.
1		omit

18. What does the poet say to show that his dog is "put together wrong"?

59	A.	His legs are too short.
5	B.	His fur is full of fleas.
16	C.	His mind is slow and thick.
17	D.	He's missing clumps of hair.
3		omit

19. From the poem, we can tell that the dog is

63	A.	lazy.
2	B.	quiet.
25	C.	lively.
9	D.	unfriendly.
1		omit

20. How does the poet feel about his dog?

64	A.	He likes the dog.
7	B.	He is angry with his dog.
10	C.	He feels sorry for his dog.
19	D.	He wishes he had a nicer dog.
1		omit

READ THE PASSAGE BELOW. THEN ANSWER QUESTIONS 21 TO 28 USING INFORMATION FROM THIS PASSAGE.

WHALESPEECH

by John Sutherland

Some of you surface-people call me a humpbacked whale. I don't like that name. Other surface-people call me the Great Winged Angel. I think they mean my fins look like wings when I am swimming deep under the salty ocean. I like Great Winged Angel better as a name. But I really don't need a name. I know who I am.

I live in the ocean that you surface-people call the Pacific. Swimming from the warm ocean near Hawaii to the cool waters near British Columbia is fantastic! There's nothing like a frisky dive off Vancouver Island to make a young whale feel great!

My mother told me that you surface-people weren't always our friends. Some of you aren't very friendly even now, let me tell you. I'm glad I wasn't swimming when the whaleboats were chasing and killing us. My grandfather was stuck by a horrible harpoon and hauled into a whaleboat. My mother can sing a song about him. I'm learning to sing it, too.

Now that we can talk to each other, whales and surface-people will surely get along just fine. We really should, you know. It's for your own good. There's lots you don't know and understand.

From Writing and How! B (Networks).
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21. Who is "I" in this story?

92	A.	A whale.
4	B.	John Sutherland.
1	C.	A scientist.
2	D.	A young boy.
1		omit

22. The character who is telling this story likes to be called

4	A.	Frisky diver.
8	B.	Surface-person.
7	C.	Humpbacked whale.
79	D.	Great Winged Angel.
1		omit

23. Where does the character telling the story live?

2	A.	In Alaska.
17	B.	On Vancouver Island.
78	C.	In the Pacific Ocean.
2	D.	In the Atlantic Ocean.
1		omit

24. What happened to "grandfather" in this story?

87	A.	He was killed by whalers.
4	B.	He was put into an aquarium.
4	C.	He learned to talk to surface-people.
3	D.	He turned into a Great Winged Angel.
1		omit

25. The character telling the story is learning to

15	A.	get away from the whaling boats.
20	B.	talk to surface-people.
56	C.	sing a song about his grandfather.
6	D.	do tricks to make friends with the surface-people.
2		omit

26. According to this story, people should

6	A.	swim with the whales.
55	B.	learn from the whales.
28	C.	stay away from the whales.
9	D.	stop using the name "Great Winged Angel."
2		omit

27. Which of the following words best describes the character who is telling this story?

7	A.	Angry.
79	B.	Friendly.
5	C.	Surprised.
8	D.	Frightened.
2		omit

28. How do you think the author, John Sutherland, feels about whales?

4	A.	He is afraid of them.
87	B.	He likes and admires them.
5	C.	He thinks they are very strange.
3	D.	He doesn't care much about them.
2		omit

READ THE ARTICLE BELOW. THEN ANSWER QUESTIONS 29 TO 36 USING THE INFORMATION FROM THIS PASSAGE.

THE STRANGEST FISH

by Hilary Hauser

It started off like any other day. My friend Bob Evans and I were scuba diving in the ocean off the coast of southern California. We were there to take pictures of unusual sea life.

Suddenly, from out of the deep blue waters around us, an incredible creature appeared. It was as silvery as a star and as big around as a bicycle wheel. Right away we knew what it had to be. It was one of the weirdest looking fish in the world - the ocean sunfish, or mola.

Bob and I slowly swam up to the mola, which was drifting quietly in the ocean current. I reached toward the fish, but still it didn't move. Before I knew it, I was petting the huge thing! The big fish allowed us to stay nearby for a few minutes. Then it turned and slowly slipped away.

Most fish swim by swishing their powerful bodies and tails but the mola's body does not bend and its tail is too tiny. Instead, the mola uses its two tall fins to push itself along. Turning slightly to its side, it flaps them back and forth, with each fin going in the opposite direction.

Sometimes, sea lions gang up on small molas and use them as playthings. They flip them into the air and try to bite off their fins. To escape these enemies, a mola may flap its fins so hard that it flies right out of the water!

However, usually a mola isn't in much of a hurry. It spends its time drifting in warm ocean currents, waiting for small, good-to-eat creatures to come by. When it sees a jellyfish - its favorite food - it putters up to it and takes a bite with its beaklike mouth. The jellyfish's tentacles may reach out and try to sting the mola but the mola's thick, rough skin protects it from harm.

Molas eat small creatures, but they grow to a huge size. The biggest ones may be up to 4 m long and weigh as much as a car! Off the coast of California, molas usually are no heavier than about 60 kg. And the fish that Bob and I were swimming with was probably only half that size. It was a small mola, but it gave us a super-big thrill!

Used by permission of the National Wildlife Federation.

29. Why was the author scuba diving off the coast of California?

4	A.	To study jellyfish.
72	B.	To take pictures.
18	C.	To learn about mola fish.
3	D.	To collect fish for an aquarium.
3		omit

30. What did Bob Evans and the author discover?

7	A.	A sea lion.
55	B.	An ocean sunfish.
7	C.	A large jellyfish.
29	D.	A silvery starfish.
3		omit

31. How does a mola move in the water?

7	A.	It moves its tail.
8	B.	It floats on the surface.
12	C.	It swishes its powerful body.
69	D.	It pushes itself along by its tall fins.
3		omit

32. What do sea lions sometimes do with small molas?

5	A.	They bury them in the sand.
75	B.	They use them as playthings.
12	C.	They feed them to baby sea lions.
5	D.	They race with them in the water.
3		omit

33. What is the mola's favourite food?

7	A.	Seaweed.
6	B.	Starfish.
77	C.	Jellyfish.
7	D.	Sea urchins.
4		omit

34. What protects a mola from a jellyfish sting?

5	A.	It hides well.
78	B.	It has thick rough skin.
5	C.	It is too large to be hurt.
8	D.	It is too fast for the jellyfish.
4		omit

35. How heavy was the mola that Bob and Hilary were swimming with?

13	A.	4 kg.
34	B.	30 kg.
46	C.	60 kg.
4	D.	90 kg.
4		omit

36. How is the mola different from most other fish?

14	A.	It is friendly.
16	B.	It moves slowly.
11	C.	It has tail fins.
55	D.	Its body does not bend.
5		omit

Grade 7 Form M

STUDENT BACKGROUND

1. How many students are in your classroom?

4	A.	1 to 15.
6	B.	16 to 20.
22	C.	21 to 25.
44	D.	26 to 30.
22	E.	31 to 35.
1	F.	36 or over.

2. What reader are you using now?

2	A.	Measure Me Sky (Ginn).
33	B.	Mountains are for Climbing (Ginn).
13	C.	To Make a Difference (Ginn).
9	D.	Inside, Outside (Holt, Rinehart and Winston).
26	E.	Sense and Feeling (Copp Clark).
8	F.	I'm using a reader that is not on this list.
19	G.	I'm not using a reader.

3. How many novels have you read as part of your reading class this year?

4	A.	None.
12	B.	One.
45	C.	Two or three.
23	D.	Four or five.
16	E.	Six or more.
1		omit

4. Are you in Programme-Cadre de Français?

0.3	A.	Yes.
99	B.	No.
1		omit

5. Are you in a French Immersion program?

3	A.	Yes, early Immersion (starting in kindergarten or Grade 1).
2	B.	Yes, late Immersion (starting in Grade 6 or 7).
95	C.	No.
1		omit

6. Do you sometimes go to learning assistance for special help?

12	A.	Yes.
88	B.	No.

7. Do you sometimes attend English as a Second Language (ESL) classes?

2	A.	Yes.
97	B.	No.
1		omit

8. Have you <u>ever</u> attended English as a Second Language (ESL) classes?

7	A.	Yes.
93	B.	No.

9. What language did you <u>first</u> learn to speak?

85	A.	English.
15	B.	Another language.
1		omit

10. What language do you <u>now</u> speak most often at home?

92	A.	English.
7	B.	Another language.
1		omit

11. About how many books are there in your home?

4	A.	0 to 24.
16	B.	25 to 99.
29	C.	100 to 249.
50	D.	250 or more.

12. How much time did you spend reading <u>for your own pleasure</u> yesterday? (If you were at school yesterday, count only your time outside school. <u>Don't</u> count your homework.)

20	A.	None.
25	B.	Less than half an hour.
32	C.	Between half an hour and one hour.
23	D.	More than one hour.

13. If you read for pleasure yesterday, what were you reading? (You may fill in more than one bubble for this question.)

45	A.	Novel or short story.
26	B.	Newspaper.
30	C.	Magazine.
27	D.	Comic Book.
14	E.	Non-fiction.
18	F.	Nothing. I didn't read yesterday.

14. About how many library books did you borrow <u>last month</u>? (Count all the books you borrowed, from both school and public libraries.)

9	A.	None.
17	B.	One or two.
28	C.	Three to five.
22	D.	Six to ten.
23	E.	More than ten.
1		omit

The next section has a number of statements about reading. We want to know if you agree or disagree with each statement. Use the answer bubbles in the box labelled "ATTITUDE SURVEY." Read each statement and then fill in the bubble which tells how <u>you</u> feel about the statement.

READING ATTITUDE SURVEY

1. Reading is for learning but not for enjoyment.

2	A.	Strongly agree.
5	B.	Agree.
8	C.	Can't decide.
43	D.	Disagree.
41	E.	Strongly disagree.
1		omit

2. Spending allowance on books is a waste of good money.

7	A.	Strongly agree.
10	B.	Agree.
17	C.	Can't decide.
46	D.	Disagree.
21	E.	Strongly disagree.
1		omit

3. Reading is a good way to spend spare time.

27	A.	Strongly agree.
51	B.	Agree.
11	C.	Can't decide.
8	D.	Disagree.
3	E.	Strongly disagree.
1		omit

4. Books are a bore.

3	A.	Strongly agree.
5	B.	Agree.
15	C.	Can't decide.
41	D.	Disagree.
36	E.	Strongly disagree.
1		omit

5. Watching TV is better than reading.

16	A.	Strongly agree.
20	B.	Agree.
36	C.	Can't decide.
21	D.	Disagree.
7	E.	Strongly disagree.
1		omit

6. Reading is rewarding to me.

19	A.	Strongly agree.
40	B.	Agree.
23	C.	Can't decide.
12	D.	Disagree.
5	E.	Strongly disagree.
1		omit

7. Books aren't usually good enough to finish.

4	A.	Strongly agree.
11	B.	Agree.
15	C.	Can't decide.
46	D.	Disagree.
23	E.	Strongly disagree.
1		omit

8. Reading becomes boring after about one hour.

11	A.	Strongly agree.
21	B.	Agree.
18	C.	Can't decide.
34	D.	Disagree.
17	E.	Strongly disagree.
1		omit

9. Most books are too long and dull.

6	A.	Strongly agree.
13	B.	Agree.
17	C.	Can't decide.
43	D.	Disagree.
20	E.	Strongly disagree.
1		omit

10. There are many books I hope to read.

34	A.	Strongly agree.
42	B.	Agree.
12	C.	Can't decide.
8	D.	Disagree.
4	E.	Strongly disagree.
1		omit

11. Books should only be read when they are assigned.

3	A.	Strongly agree.
3	B.	Agree.
5	C.	Can't decide.
39	D.	Disagree.
50	E.	Strongly disagree.
1		omit

12. Reading is something I can do without.

4	A.	Strongly agree.
7	B.	Agree.
12	C.	Can't decide.
37	D.	Disagree.
40	E.	Strongly disagree.
1		omit

13. Some part of summer vacation should be set aside for reading.

14	A.	Strongly agree.
37	B.	Agree.
21	C.	Can't decide.
15	D.	Disagree.
13	E.	Strongly disagree.
1		omit

14. Books make good presents.

14	A.	Strongly agree.
46	B.	Agree.
23	C.	Can't decide.
10	D.	Disagree.
5	E.	Strongly disagree.
1		omit

15. Reading is dull.

4	A.	Strongly agree.
5	B.	Agree.
13	C.	Can't decide.
37	D.	Disagree.
41	E.	Strongly disagree.
1		omit

ACHIEVEMENT SURVEY

READ THE STORY BELOW. THEN ANSWER QUESTIONS 1 TO 7 USING INFORMATION FROM THIS PASSAGE.

SOMEBODY'S SON

He sat, washed up on the side of the highway, a slim, sun-beaten driftwood of a youth. He was hunched on his strapped-together suitcase, chin on his hands, elbows on knees, staring down the road. Not a car was in sight. Except for him, the dead, still Alberta plains were empty.

Now he was eager to write that letter he had kept putting off. Somehow, writing it would be almost like having company.

He unstrapped his suitcase and fished out a small unopened package of stationery from the pocket on the underside of the lid. Sitting down in the gravel of the roadside, he closed the suitcase and used it as a desk.

Dear Mom,

If Dad will permit, I would like to come home. I know there's little chance he will. I'm not going to kid myself. I remember he said once if I ever ran off I might as well keep on going.

All I can say is that I felt leaving home was something I had to do. Before even considering college, I wanted to find out more about life and about me and the best way for us (life and me) to live with each other. Please tell Dad - and I guess this'll make him sore all over again - I'm still not certain that college is the answer for me. I think I'd like to work for a time and think it over.

You won't be able to reach me by mail, because I'm not sure where I'll be next. But in a few days I hope to be passing by our place. If there's any chance Dad will have me back, please ask him to tie a white cloth to the apple tree in the south pasture - you know the one, the Grimes Golden beside the tracks. I'll be going by on the train. If there's no cloth on the tree I'll just quietly, and without any hard feelings toward Dad - and I mean that - keep on going.

love,
David

1. Why wouldn't David go home without asking permission?

1	A.	He didn't have a job.
3	B.	He hadn't graduated from college yet.
95	C.	His father had told him that if he ever left home, he should keep on going.
1	D.	He hadn't written home in a long time and he thought his parents would be worried.

2. What does this story suggest about David's relationship with his parents?

3	A.	He is very close to both of his parents.
3	B.	He is not close to either of his parents.
92	C.	He is closer to his mother than to his father.
1	D.	He is closer to his father than to his mother.

3 How would David know he was allowed to come home?

4	A.	If a white cloth was tied on the cherry tree.
1	B.	If his mother answered his letter immediately.
94	C.	If he saw a white cloth tied on the apple tree.
04	D.	If his father wore a white shirt at the train station.

4. Why did David feel good about writing the letter?

86	A.	Writing the letter was like having company.
8	B.	He knew his parents would be worrying about him.
4	C.	He had promised his mother that he would write.
1	D.	He had bought new stationery.

5. What kind of person does David think his father is?

16 A. Fair and understanding.
6 B. Weak and uncertain.
3 C. Easygoing and carefree.
75 D. Stubborn and unbending.

6. In this story, how do you think the author intended you to feel toward David?

80 A. Sympathetic.
6 B. Envious.
2 C. Disgusted.
10 D. Resentful.

7. Why has the author referred to David as a 'driftwood of a youth'?

2 A. David has a chip on his shoulder.
7 B. David is thin.
80 C. David has been moving from place to place.
11 D. David is bitter toward life.

THE FOLLOWING ARTICLE WAS WRITTEN BY A STUDENT, DENIS ROBILLARD, TO PRESENT HIS VIEWS ON PREJUDICE. READ THE PASSAGE CAREFULLY. THEN ANSWER QUESTIONS 8 TO 15 USING INFORMATION FROM THE PASSAGE.

PREJUDICE: A STUDENT'S VIEW

by Denis Robillard

"Hey, Fatso! Get outta my way. I should be in line before you!"

We've probably all heard similar comments at one time or another while walking down the crowded halls of school or even while waiting for a bus at the shopping mall on a Saturday afternoon. It's all part of that social disease, prejudice.

Prejudice is probably one of the most serious problems in human relationships today. In fact, it is actually human relations that creates prejudice.

Poor communication, as well as pre-conceived ideas that lead to the unacceptance of others as they really are, tend to shut off people's minds to the truth and cloud it with wrong assumptions.

There are people in our schools, cities - practically everywhere - that are so stubborn and steadfast in their convictions that they will either cast you away or ignore you outright just because you're a little overweight or because you have braces or you listen to the Dead Kennedys and have purple hair.

The prejudice bug is easy to catch and the list for foolish excuses is virtually endless.

I will dwell on punk rockers. To "normal" people (I hate that word), punkers are seen as troublemakers, airheads, drugged-out freaks and walking art. I know it's difficult, but if people only stopped to question them about their beliefs and lifestyles instead of mocking them, they might understand why punkers dress and act the way they do. Teenagers, especially, under the influence of their peers, usually put down others who are different because it's the easiest thing to do. To belittle someone is good for their own egos and it wins "friends."

I'm not a punker complete with strange garb and spiked hair. I look like the majority of the people at school, except that I consider myself a non-conformist. I do my own thing and I feel good about it. Are we supposed to be the finely tuned pieces and cogs of a social machine? Some people do have spare parts you know!

They say that crime is often an inside job. The long term cure to prejudice also has to be an inside job. By looking inwards and making an effort to change our thoughts about people, we can discover that each of us is important to our society - truly an important discovery.

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8. The content of this article is mainly

44 A. facts.
2 B. fiction.
48 C. opinion.
6 D. hearsay.

9. According to the author of this article, which of the following is a major cause of prejudice?

2 A. Fear.
20 B. Stubborn egos.
11 C. Foolish excuses.
66 D. Poor communication.

10. What is the author's suggested cure for prejudice?

3 A. Discipline oneself and others.
7 B. Examine the makeup of our society.
11 C. Be a "normal" person and part of the majority.
78 D. Make an effort to change our attitudes toward people.

11. According to the author, why do teenagers often "put others down"?

8 A. To please society.
71 B. To be part of a group.
18 C. They are racially prejudiced.
3 D. They don't like punk rockers.

12. According to the author of this article, prejudice

13 A. promotes crime.
52 B. is a major concern.
13 C. creates non-conformists.
22 D. causes normal people to be trouble-makers.

13. The most likely reason that the author states that he is not a "punker" is

8 A. because he thinks adults will be prejudiced against punkers.
49 B. to emphasize that he is concerned about an idea, not about himself.
25 C. to show that he is expressing the opinions of the majority at his school.
18 D. because most teenagers would not pay attention to anything a "punker" said.
1 omit

14. What is the author's attitude toward punk rockers?

8 A. Puzzled.
5 B. Envious.
9 C. Sarcastic.
77 D. Understanding.

15. Which phrase best summarizes the main idea of the article?

5 A. Punk rockers are not like normal people.
7 B. Non-conformists are prejudiced.
81 C. We are all affected by prejudice.
7 D. Teenagers should stick with others who are like themselves.

READ THE POEM BELOW. THEN ANSWER QUESTIONS 16 TO 19.

YOU HAVE TWO VOICES

by Nancy Prasad

You have two voices when you speak
in English or your mother tongue.
When you speak the way your people spoke
the words don't hesitate but flow
like rivers, like rapids, like oceans of sound,
and your hands move like birds through the air.

But then you take a stranger's voice
when you speak in your new tongue.
Each word is like a stone dropped in a pool.
I watch the ripples and wait for more.
You search in vain for other stones to throw.
They are heavy. Your hands hang down.

You have two voices when you speak;
I have two ears for hearing.
Speak to me again in your mother tongue.
What does it matter how little I understand
when the words pour out like music
and your face glows like a flame.

Used by permission of the author.

16. From this poem, you could conclude that Nancy Prasad

17 A. understands a lot of different languages.
7 B. prefers to listen to people speak English.
9 C. is sad that she cannot understand other languages.
66 D. likes to listen to people speak in their native languages.

17. To whom is the poet speaking?

7 A. People who don't like strangers.
23 B. People who don't want to learn new languages.
64 C. A person who speaks English as a second language.
5 D. A person who wants to travel to a faraway country.

18. The poet compares words spoken in "a stranger's voice" with

10 A. music.
3 B. birds through the air.
72 C. stones dropped in a pool.
15 D. rivers, rapids and oceans of sound.

19. What do the details in the poem suggest about Nancy Prasad's feelings about people who come to Canada from other countries?

61 A. She is understanding and sympathetic.
25 B. She is curious about the places they have come from.
5 C. She thinks they should forget about their old countries.
9 D. She thinks they will never learn to speak English properly.
1 omit

READ THE STORY BELOW. THEN ANSWER QUESTIONS 20 TO 26 USING INFORMATION FROM THIS PASSAGE.

THE QUARTER

by Gregory Clark

The wayside restaurant at which we had lunch is all window in front, a sort of super picture window. You park your car on the gravel in front, the nose of your car a few feet from the window. Even with nothing but a bunch of parked cars' noses to look at, it is pleasant to have lunch at the tables by this spacious window.

The bill was small. The tip for the little waitress who served us with extra amiable attention was in change. Quarters, three of them. When my wife and I went out and got in our car, we were just in time to see two ladies take their place at the table we had just vacated.

Our dishes were still on the table, and the lady who took my chair, a woman in her thirties, stylishly dressed in summer white, a cool-faced, competent-looking person, pushed the dishes away from in front of her and beheld my coins that had been secreted under the tea saucer.

To my astonishment, I saw her flick the coins with her finger tip. I told my wife to look. The handsome, practical-looking lady calmly placed her pucker-string white purse on the table, opened it, picked up a quarter, placed it in her purse, drew the pucker string, shoved the remaining two quarters back under the saucer, and then glanced up to look straight into our shocked stare, not ten feet from her.

She was unruffled. She did not even flush. But she refused to raise her eyes again, though we sat there a long moment while I resurrected certain profanities I had not uttered since the Battle of Passchendaele.*

The two, both far better clothed than most people, sat in calm conversation, and studied the menu.

"Fantastic!" said my wife.

I got out and returned into the restaurant.

I took another quarter from my pocket and went over to the table. I shoved the saucer aside, and made certain only two coins remained.

"Don't touch this one," I said, politely, as I laid the second quarter alongside the others.

She never batted an eye.

Some people have massive self-control.

From Things that Go Squeak in the Night. Used by permission of Optimum Publishing International (1984) Inc.

*A famous battle in World War I.

20. Where was the narrator when he saw the quarter being taken?

77	A.	Inside his car.
4	B.	At the cash register.
12	C.	Just inside the restaurant.
6	D.	In the process of vacating his chair.
1		omit

21. According to the narrator, when did he last use "such profanities"?

82	A.	During World War I.
9	B.	The last time he lost a quarter.
4	C.	During his last fight with his wife.
4	D.	The last time he met an unpleasant waitress.
1		omit

22. What can diners see through the open window of the restaurant?

87	A.	Parked cars.
7	B.	A gravel road.
2	C.	A large highway.
4	D.	A pleasant wooded view.

23. Why did the narrator assume that the lady did not need to steal?

2	A.	She drove a car.
13	B.	She looked competent.
6	C.	She was in her thirties.
79	D.	She was fashionably dressed.
1		omit

24. Which of the following phrases suggests that the lady felt guilty?

8	A.	"She was unruffled."
7	B.	"She did not even flush."
16	C.	"She never batted an eye."
68	D.	"She refused to raise her eyes again."
1		omit

25. Why did the narrator replace the "missing" quarter?

74	A.	He wished to shame the thief.
5	B.	He wanted to impress his wife.
12	C.	He was worried about the waitress.
8	D.	He found an extra quarter in his pocket.
1		omit

26. Which term best describes the narrator's feelings toward the lady?

71	A.	Disgust.
7	B.	Sympathy.
15	C.	Curiosity.
6	D.	Disinterest.
1		omit

READ THE NEWSPAPER ARTICLE BELOW. THEN ANSWER QUESTIONS 27 TO 33 USING INFORMATION FROM THIS PASSAGE.

Cement called secret of pyramids

N.Y. Times News Service.

MIAMI - A Barry University chemist and archaeologist believes he has found the key to one of mankind's oldest mysteries: How the ancient Egyptians built the pyramids.

Professor Joseph Davidovits says we can forget the old notion that thousands of slaves hauled the huge blocks of cut stone up steep inclines from kilometres away.

He says his deciphering of ancient hieroglyphics in the past few months has proved his long-held theory that the tremendous blocks, relatively unscarred for nearly 5000 years, actually were poured on the spot using a kind of super-strong cement.

Although many experts on ancient Egypt scoff at Davidovits' theory, he said he holds 30 patents for chemical processes for ceramics and for binding materials together that he said came directly from ancient Egyptian formulas he uncovered by deciphering hieroglyphics.

Davidovits, a professor of chemistry at Barry, said in an interview from France, where he is doing chemical research at the Geopolymer Institute, that the hieroglyphics he is studying come from a stone tablet found in 1889 in Sehel, an island in the Nile.

The tablet shows that 29 chemicals, minerals and ores were processed with the limestone of the area to form the 2200-kilogram blocks for the pyramids, he said. Once the mixture was poured into a mold, he said, it hardened within a few hours into a material comparable to limestone.

Using a formula he thinks is much like the one described on the stone tablet, Davidovits said, he has created a kind of concrete stronger than that now used in roads and buildings.

Used by permission of the New York Times News Service.

27. What is one of "mankind's oldest mysteries"?

5	A.	How the Egyptians made cement.
4	B.	How to create a superstrong cement.
87	C.	How the Egyptians built the pyramids.
3	D.	What the Egyptian hieroglyphics mean.
1		omit

28. According to Professor Davidovits' theory, the pyramids were built

11	A.	by slave labour.
20	B	with 2200-kilogram stones.
8	C.	by deciphering hieroglyphics.
60	D.	with super-strong cement blocks.
1		omit

29. According to many experts on ancient Egypt, the pyramids were built by

7	A.	deciphering hieroglyphics.
20	B.	pouring cement into molds.
57	C.	hauling stone blocks into place.
14	D.	processing chemicals, minerals and ores.
1		omit

30. When were the pyramids built?

5	A.	About 3000 years ago.
75	B.	About 5000 years ago.
4	C.	About 8000 years ago.
15	D.	It is still a mystery.
1		omit

31. Davidovits' theory is based on

57	A.	hieroglyphics on a stone tablet.
6	B.	an island in the Nile.
21	C.	mankind's oldest mystery.
15	D.	a chemical process for ceramics.
1		omit

32. How did the professor find his formulas for combining the material to make his "super-strong cement"?

5	A.	By formulating theories.
23	B.	Through chemical research.
10	C.	Through processing ceramics.
60	D.	By studying the stone tablet.
1		omit

33. What is the main purpose of this article?

6	A.	To describe the history of cement.
7	B.	To describe a new formula for super-strong cement.
73	C.	To explain a new idea of how the pyramids were built.
13	D.	To explain the importance of hieroglyphics for understanding ancient civilizations.
1		omit

READ THE ARTICLE BELOW. THEN ANSWER QUESTIONS 34 TO 40 USING INFORMATION FROM THIS PASSAGE.

CAVING

"When you first go into a cave, it's kind of scary because it's dark," said Beth Matthews. But after you light your helmet lamp and look around, you're not scared anymore. You find the most fantastic things underground - like bats!"

Beth and nine other students learned about caves by spending a week in one in British Columbia. Most were brand-new to caving. Five adults went along. Two of them, Patrick Moretti and Ray Pang, were experienced cavers. They taught the others how to explore safely.

Before they went underground, the leaders got permission from the cave owner to explore on his property. They assigned a buddy to each one in the group. "We'll stay together," Pat said, "but sometimes we may be moving single file along a narrow passageway. Stay next to your buddy. If you have problems with your gear, your friend can help you."

Inside, the cavers moved slowly at first. It took time for them to get used to the rocks and darkness. "Be careful of the big boulders," Ray warned. "Test each one with your foot to see if it is solid before putting all your weight on it."

A short distance inside, the cavers set up camp. Then they went off to explore. Sometimes they followed passages so small they had to move on their hands and knees. At other times, they used stepping-stones to cross underground streams. They even discovered a 10-metre waterfall inside a large cavern.

The explorers learned to pace themselves. They stopped to rest every hour and snacked often. Everyone put the food wrappers into plastic bags. "Cavers have a motto," Pat said. "Take nothing but pictures; leave nothing but footprints."

On the first day, the cavers spent more than ten hours exploring. They returned to their base camp at one o'clock in the morning after hiking, climbing and crawling more than two kilometres. Everyone was surprised at how late it was. "That's one of the funny things about caving," Kane Britt said. "It's always dark underground, so you forget whether it's day or night."

On the second day, the group again set out to explore. This time, they chose different routes. Some paths turned into dead ends. Others led to small rooms filled with crystal formations. On the ceiling of one room, Sean Moretti discovered sleeping bats.

At the end of the trip, the young explorers were very tired, but pleased with themselves. "I never knew caving could be such fun," said Kane.

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34. Most of the cavers in this article were

78	A.	inexperienced.
5	B.	careless about safety.
8	C.	excited about finding bats.
8	D.	afraid of going underground.
1		omit

35. Where was the cavers' camp?

21	A.	Just outside the cave.
4	B.	In a room with crystal formations.
8	C.	In a large cavern which contained a 10-metre waterfall.
66	D.	A short distance inside the cave.
1		omit

36. What was the main thing the students did inside the cave?

80	A.	Explored.
7	B.	Took pictures.
4	C.	Rested and snacked.
7	D.	Learned about safety.
2		omit

37. Which of the following best explains the caver's motto: "Take nothing but pictures; leave nothing but footprints"?

4	A.	There is safety in numbers.
9	B.	Take time to enjoy the beauty.
79	C.	Leave the caves the way you find them.
6	D.	Be prepared and expect the unexpected.
2		omit

38. Which of the following safety rules is NOT mentioned in the article?

6	A.	Stay next to your buddy.
12	B.	Move slowly and carefully.
9	C.	Test each boulder before you put your weight on it.
70	D.	Make sure your helmet light is working before you go into a cave.
2		omit

39. Which of the following statements tells you about preserving the natural state of the caves?

6	A.	Choose different routes.
7	B.	Stay next to your buddy.
14	C.	Get permission from the owner of the land.
71	D.	Take nothing but pictures.
2		omit

40. What is the main purpose of this article?

9	A.	To warn people of the dangers of caving.
76	B.	To describe the sport of caving.
7	C.	To encourage people to visit British Columbia.
5	D.	To tell people about outdoor camping.
2		omit

Grade 10 Form M

STUDENT BACKGROUND

1. How many students are in your classroom?

7	A.	1 to 15.
14	B.	16 to 20.
29	C.	21 to 25.
35	D.	26 to 30.
14	E.	31 to 35.
1	F.	36 or over.
1		omit

2. What do you plan to do after you leave high school? (Mark one choice only.)

6	A.	Look for a permanent job.
8	B.	Attend a technical or vocational institute.
17	C.	Attend a community college.
44	D.	Attend a university.
3	E.	Attend a business school.
8	F.	I have other plans.
14	G.	I am undecided.

3. How many novels have you read for your English class this year?

2	A.	None.
9	B.	One.
58	C.	Two or three.
23	D.	Four or five.
7	E.	Six or more.
1		omit

4. Are you in Programme-Cadre de Francais?

0.2	A.	Yes.
98	B.	No.
1		omit

5. Are you in a French Immersion program?

0.2	A.	Yes, early Immersion (starting in kindergarten or Grade 1).
1	B.	Yes, late Immersion (starting in Grade 6 or 7).
98	C.	No.
1		omit

6. Do you sometimes go to learning assistance for special help?

14	A.	Yes.
86	B.	No.
1		omit

7. Do you sometimes attend English as a Second Language (ESL) classes?

3	A.	Yes.
97	B.	No.
1		omit

8. Have you <u>ever</u> attended English as a Second Language (ESL) classes?

8	A.	Yes.
92	B.	No.
1		omit

9. What language did you <u>first</u> learn to speak?

83	A.	English.
17	B.	Another language.
1		omit

10. What language do you <u>now</u> speak most often at home?

91	A.	English.
8	B.	Another language.
1		omit

11. About how many books are there in your home?

5	A.	0 to 24.
17	B.	25 to 99.
29	C.	100 to 249.
49	D.	250 or more.
1		omit

12. How much time did you spend reading <u>for your own pleasure</u> yesterday? (<u>Don't</u> count your homework.)

27	A.	None.
27	B.	Less than half an hour.
28	C.	Between half an hour and one hour.
18	D.	More than one hour.
1		omit

13. If you read for pleasure yesterday, what were you reading? (You may fill in more than one bubble for this question.)

34	A.	Novel or short story.
33	B.	Newspaper.
33	C.	Magazine.
11	D.	Comic Book.
10	E.	Non-fiction book.
4	F.	Poetry.
25	G.	Nothing. I didn't read yesterday.

14. About how many library books did you borrow <u>last month</u>? (Count all the books you borrowed, from both school and public libraries.)

31	A.	None.
27	B.	One or two.
23	C.	Three to five.
10	D.	Six to ten.
8	E.	More than ten.
1		omit

The next section has a number of statements about reading. We want to know if you agree or disagree with each statement. Use the answer bubbles in the box labelled "ATTITUDE SURVEY." Read each statement carefully and then fill in the bubble which tells how <u>you</u> feel about the statement.

ATTITUDE SURVEY

1. Reading is for learning but not for enjoyment.

2	A.	Strongly agree.
5	B.	Agree.
6	C.	Can't decide.
48	D.	Disagree.
38	E.	Strongly disagree.
1		omit

2. Spending allowance on books is a waste of good money.

9	A.	Strongly agree.
13	B.	Agree.
13	C.	Can't decide.
49	D.	Disagree.
15	E.	Strongly disagree.
1		omit

3. Reading is a good way to spend spare time.

18	A.	Strongly agree.
54	B.	Agree.
11	C.	Can't decide.
12	D.	Disagree.
5	E.	Strongly disagree.
1		omit

4. Books are a bore.

5	A.	Strongly agree.
7	B.	Agree.
13	C.	Can't decide.
46	D.	Disagree.
28	E.	Strongly disagree.
1		omit

5. Watching TV is better than reading.

15	A.	Strongly agree.
25	B.	Agree.
29	C.	Can't decide.
24	D.	Disagree.
6	E.	Strongly disagree.
1		omit

6. Reading is rewarding to me.

16	A.	Strongly agree.
44	B.	Agree.
21	C.	Can't decide.
13	D.	Disagree.
5	E.	Strongly disagree.
1		omit

7. Books aren't usually good enough to finish.

4	A.	Strongly agree.
12	B.	Agree.
14	C.	Can't decide.
51	D.	Disagree.
19	E.	Strongly disagree.
1		omit

8. Reading becomes boring after about one hour.

10	A.	Strongly agree.
20	B.	Agree.
15	C.	Can't decide.
40	D.	Disagree.
14	E.	Strongly disagree.
1		omit

9. Most books are too long and dull.

7	A.	Strongly agree.
17	B.	Agree.
15	C.	Can't decide.
47	D.	Disagree.
14	E.	Strongly disagree.
1		omit

10. There are many books I hope to read.

23	A.	Strongly agree.
43	B.	Agree.
15	C.	Can't decide.
13	D.	Disagree.
5	E.	Strongly disagree.
1		omit

11. Books should only be read when they are assigned.

3	A.	Strongly agree.
5	B.	Agree.
6	C.	Can't decide.
50	D.	Disagree.
36	E.	Strongly disagree.
1		omit

12. Reading is something I can do without.

4	A.	Strongly agree.
10	B.	Agree.
11	C.	Can't decide.
42	D.	Disagree.
33	E.	Strongly disagree.
1		omit

13. Some part of summer vacation should be set aside for reading.

8	A.	Strongly agree.
33	B.	Agree.
21	C.	Can't decide.
21	D.	Disagree.
15	E.	Strongly disagree.
1		omit

14. Books make good presents.

9	A.	Strongly agree.
46	B.	Agree.
23	C.	Can't decide.
14	D.	Disagree.
7	E.	Strongly disagree.
1		omit

15. Reading is dull.

5	A.	Strongly agree.
9	B.	Agree.
13	C.	Can't decide.
43	D.	Disagree.
29	E.	Strongly disagree.
1		omit

READ THE PASSAGE BELOW. THEN ANSWER QUESTIONS 1 TO 5 USING THE INFORMATION IN THE PASSAGE.

ORPHAN COLTS

by Paul St. Pierre

The greatest horses the Cariboo Country has ever produced are orphan colts. Orphan colts are found abandoned in spring holes and are hauled out with ropes, caked in mud of the consistency and tenacity of glue.

They are found - thin, knobby-kneed, stilt-legged - in empty meadows from which their mothers have been removed by the attention of bears or of a city hunter who cannot distinguish between a moose and his own grandmother.

These orphan colts are brought to the home place and fed milk and calf supplement by ranch wives. Ranch men stand at the back porch and expound on the vast potential of these little orphans. They distinguish in them all the best qualities of the quarter horse, Appaloosa, Arab, Barb, and Andalusian stocks from which they have sprung.

Given time, orphan colts grow up. As a rule, they turn out to be just another cayuse. They are turned out on the range and forgotten or, with luck, sold to the American who just bought the ranch next door. But for the first year or two of their lives, they are visions of glory. Every place requires such visions from time to time. This may explain why the finding of an orphan colt is such an enjoyable experience.

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1. According to Paul St. Pierre, why are orphan colts "the greatest horses the Cariboo Country has ever produced"?

58	A.	They provide hope.
17	B.	They usually grow up to be cayuses.
18	C.	They are usually of quarter horse stock.
6	D.	They can be sold to inexperienced ranchers.
1		omit

2. How have most of the colts been orphaned?

4	A.	They wandered away from their mothers.
5	B.	Their mothers drowned in spring holes.
2	C.	Their mothers starved in a hard winter.
89	D.	Bears or hunters have killed their mothers.

3. What do the details in this passage suggest about the author's attitude toward orphan colts?

79	A.	He values them.
5	B.	He thinks they are useless.
5	C.	He believes they should be left alone.
10	D.	He is interested in the ways in which they have adapted to the Cariboo.
1		omit

4. How does the author feel about the ranchers' visions of glory about orphan colts?

7	A.	He is scornful.
61	B.	He is sympathetic.
9	C.	He doesn't understand them.
23	D.	He thinks the ranchers are cruel to ignore the colts when they grow up.
1		omit

5. In this passage, the autho. suggests that American ranchers new to the Cariboo are

50	A.	poor judges of horses.
8	B.	likely to shoot horses by mistake.
31	C.	interested in new breeds of horses.
11	D.	indifferent to the welfare of their horses.
1		omit

READ THE POEM BELOW. THEN ANSWER QUESTIONS 6 TO 11 USING THE INFORMATION IN THE POEM.

AN EMPTY SHELL

by Jacqueline Maxwell

An old man sits
   by an open window
A breeze blows in -
   fragrant blossoms, thawing soil
The Earth coming alive again.

His hands -
   old, gnarled, marked by Time -
Once chopped down trees,
   built a house,
   caressed his wife,
   held his child.

Now he is empty -
   an unoccupied shell.

Once he was my grandfather,
A wise man
   with all of the solutions and
   stories of his adventures.

He looks at me blankly now;
Eyes
   once vibrant and expressive
Show no feeling,
No flicker of recognition.

"Grandfather - it's me.
   Can't you remember?"
A momentary look of confusion;
   he resumes his vacant stare.

The sea has cast forth
   the worn shell.

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6. In stanza one, the poet has most likely included specific details of springtime in order to

9	A.	emphasize her love for the old man.
7	B.	symbolize her feelings as a young girl.
68	C.	contrast the emptiness of the old man with the promise of life.
16	D.	suggest that the old man was once someone who loved working on the land.
1		omit

7. In stanza four, the phrase "once he was my grandfather" suggests that the old man

10	A.	has died.
13	B.	is in a state of depression.
74	C.	has lost his mental capacities.
2	D.	refuses to talk to his relatives.
1		omit

8. What has most likely caused the change in the old man?

20	A.	Loneliness.
59	B.	A disease of aging.
4	C.	A great disappointment.
17	D.	A sense of uselessness.
1		omit

9. What might the term "empty shell" symbolize?

28	A.	The old man's memories.
9	B.	The eyes of the old man.
58	C.	The old, worn-out person.
4	D.	The house the old man lived in.
1		omit

10. From the details in this poem, it seems most likely that

16	A.	her grandfather has gradually lost his sight.
8	B.	the poet has known her grandfather very little.
5	C.	the grandfather has had little time for children.
70	D.	the poet has had a warm relationship with her grandfather.
1		omit

11. Which of the following words best describes the emotion of the poet?

2	A.	Anger.
76	B.	Sorrow.
6	C.	Anxiety.
16	D.	Confusion.

READ THE FOLLOWING STORY. THEN ANSWER QUESTIONS 12 TO 19 USING INFORMATION FROM THIS STORY.

HUMANS ARE DIFFERENT

by Alan Bloch

I'm an archaeologist, and Humans are my business. Just the same I wonder if we'll ever find out what made Humans different from us Robots - by digging around on the dead planets. You see, I lived with a Human once, and I know it isn't as simple as they told us back in school.

We have a few records, of course, and Robots like me are filling in some of the gaps; but I think now that we aren't really getting anywhere. We know, or at least the historians say we know, that Humans came from a planet called Earth. We know, too, that they rode out bravely from star to star and wherever they stopped, they left colonies - Humans, Robots, and sometimes both - against their return. But they never came back.

Those were the shining days of the world. But are we so old now? Humans had a bright flame - the old word is "divine," I think - that flung them far across the night skies, and we have lost the strands of the web they wove.

Our scientists tell us that Humans were very much like us - and the skeleton of a Human is, to be sure, almost the same as the skeleton of a Robot, except that it's made of some calcium compound instead of titanium. They speak learnedly of "population pressure" as a "driving force toward the stars." Just the same, there are other differences.

It was on my last field trip, to one of the inner planets, that I met the Human. He must have been the Last Human in this system, and he'd forgotten how to talk - he'd been alone so long. Once he learned our language, we got along fine together, and I planned to bring him back with me. Something happened to him, though.

One day, for no reason at all, he complained of the heat. I checked his temperature and decided that his thermostat circuits were shot. I had a kit of field spares with me, and he was obviously out of order, so I went to work. I turned him off without any trouble. I pushed the needle into his neck to operate the cut-off switch, and he stopped moving, just like a Robot. But when I opened him up he wasn't the same inside. And when I put him back together I couldn't get him running again. Then he sort of weathered away - and by the time I was ready to come home, about a year later, there was nothing left of him but bones. Yes, Humans are indeed different.

Used by permission of the author.

12. When does this story take place?

3	A.	Long ago.
8	B.	It is timeless.
77	C.	Far in the future.
10	D.	During a time when Humans explored the universe.

13. Historians have told the narrator that

67	A.	humans were explorers who established space colonies.
6	B.	robots tried to save humans from destroying the earth.
14	C.	robot civilization is more advanced than human civilization.
13	D.	humans were unable to deal with the challenges of outer space.
1		omit

14. In what way were Humans and Robots alike?

3	A.	They were subject to the same diseases.
54	B.	They were able to learn the same language.
33	C.	They needed companionship in order to survive.
10	D.	Their skeletons were made of the same material.
1		omit

15. Which of the following best describes the narrator's attitude toward the Last Human?

38	A.	Curious.
12	B.	Devoted.
17	C.	Sorrowful.
31	D.	Indifferent.
1		omit

16. Why did the Last Human "weather away" at the end of the story?

4 A. He had a high fever.
6 B. He had been alone too long.
11 C. He could not adapt to the climate.
78 D. The Robot accidentally killed him.

17. According to the narrator, when were "the shining days of the world"?

22 A. Before the Earth was destroyed by Humans.
49 B. When colonies were first established in space.
9 C. When Robots learned to understand Human civilization.
19 D. When Humans established an advanced civilization on Earth.
1 omit

18. Which of the following best describes the narrator's tone?

11 A. Aloof.
11 B. Arrogant.
22 C. Confiding.
55 D. Reflective.
1 omit

19. What view of mankind do the details in this story suggest?

29 A. He admires man's thirst for adventure and knowledge.
12 B. He thinks that we will eventually destroy the Earth.
53 C. He fears that we will be victims of our own technology.
6 D. He believes that we can only solve problems of overcrowding by developing space colonies.
1 omit

IN THE FOLLOWING SELECTION, AN OLD MAN RECALLS HIS EARLY LIFE IN RURAL NOVA SCOTIA. READ THE PASSAGE AND THEN ANSWER QUESTIONS 20 TO 26 USING INFORMATION FROM THIS PASSAGE.

A REGULAR RIP VAN WINKLE

as told to Barry Broadfoot

I did not know there was a world or a Depression until I was 17, nearly 18.

We lived up an old logging road, miles from the end of the regular road, where it opened up into a clearing and this had been an old lumber camp probably about the beginning of the century. Say from 1900 anywhere up to 1915, I believe.

My brother and I grew up this way and I knew there was a place called Fredericton but I didn't know there was a city called Montreal or Toronto or London or Paris or New York. You could say without a word of a lie we were brought up in total isolation. Why I don't know.

We trapped and cut wood and fed the stock and that was our life and I can't even remember thinking about another world. We just thought this was how people lived. Oh, I forget, we had no mother. She'd died of something years before. If she had been around, I'm sure things would have been different. Nobody came up that trail in all the years I lived there and we never went down it. Don't ask me why. I had to learn curiosity, which is something a newborn babe has, putting fingers in his mouth, reaching for bright things. We had it, but only as it concerned our immediate life.

Then Dad sliced the side of his foot open with an axe. He must have had the sharpest axes in New Brunswick and by God, he did a good job. He lost some blood, not that much, but it was a big gash. He told us to go out and get a pail half-full of mud from the creek and some handfuls of moss and we mixed it all together until it was real mush and then he put his foot in the pail and we packed the mixture all around and in a way it was not unlike a plaster cast. It hardened, I mean. Not hard, but it became harder.

I remember Dad saying, "Okay, boys, I'll be up and around in a few days. This will do the trick." In French, of course. We were French.

He sat up in that big rocker he'd made years ago with his foot in that pail and we brought food to him and he seemed to be getting slower in his speech and he'd break out in a sweat and, well, in three days he was dead. The old nature trick, the way a fox or a wolf will put its broken leg or gashed leg in a mud mixture, that just didn't work on humans. Blood poisoning.

We buried him in a horse blanket. We didn't have a Bible. We didn't even know what a Bible was and of course none of us could read.

I was the oldest and I figured I'd better hike down that road and tell somebody. I figured somebody should know about a thing like this.

They should have put me in the circus, right next to the Fat lady and the Dog-faced Boy. I didn't know any English but there was plenty of my own people in the town. I didn't know what a car was, a truck, a policeman, a book, a picture show. I was a regular Rip Van Winkle, believe me. I could shoot the eye out of a squirrel at 100 feet but the first time somebody gave me an ice cream cone I didn't know what it was or how to eat it. I was 18. The records in the town hall showed that. That's where I'd been born before the old man went bush. Let's put it this way, I didn't know nothing. I was the only 18-year-old boy, unless he was in a cave on a mountain in Siberia, that didn't know what a girl <u>was</u>. You better believe it.

From <u>Ten Lost Years</u>. Used by permission of Doubleday Canada.

20. Why was the narrator content to live in isolation?

4	A.	He didn't like outsiders.
5	B.	He liked living with his family.
85	C.	He was unaware of the outside world.
6	D.	He spent his time shooting, hunting, and trapping.
1		omit

21. How did the boy's father get the idea to put his injured foot in moss and mud?

3	A.	By studying first aid.
83	B.	By observing the animals.
10	C.	By using natural materials.
3	D.	By listening to his grandfather.
1		omit

22. What killed the narrator's father?

4	A.	Loss of blood.
3	B.	Unclean water.
20	C.	Poisonous moss.
73	D.	An infected wound.
1		omit

23. What skills did the narrator have that someone who lives in the city would be unlikely to have?

5	A.	He was an experienced hiker.
69	B.	He was a good shot with a rifle.
11	C.	He was very curious and inventive.
14	D.	He responded to emergencies with a cool head.
1		omit

24. The narrator said "they should have put me in the circus" because

71	A.	he was so unusual.
6	B.	he was a crack shot.
18	C.	he believed he was Rip Van Winkle.
5	D.	he was an orphan and had no place to live.
1		omit

25. In this passage, death is portrayed as

9	A.	a curiosity.
6	B.	a tragic event.
81	C.	a fact of life.
3	D.	cruel and unfair.
1		omit

26. The details in this selection suggest that the narrator views his early years with

19	A.	regret.
19	B.	confusion.
41	C.	acceptance.
21	D.	embarrassment.
1		omit

READ THE FOLLOWING ARTICLE. THEN ANSWER QUESTIONS 27 TO 32 USING INFORMATION FROM THIS PASSAGE.

WHISKERS

by Wilbert Crawford

The long, stiff hair which grows near the mouth of a cat besides being an adornment for his head and face, serve a very useful purpose. These whiskers (vibrissae) are extremely sensitive as instruments of touch. They serve the cat as small feelers to help him find his way in the dark. There is an old saying that if a cat with long whiskers can put his head through an aperture, then he can squeeze his entire body through. Even when cats cannot see, the whiskers warn them of the presence of objects. People who have observed this phenomenon carefully, relate that cats living in dark places such as cellars, have grown longer whiskers than those which have spent more time in daylight.

With most cats there is also a regular pattern of slightly smaller whiskers on the forehead on both sides of the nose above the eyes, and an occasional whisker on either cheek between the mouth and the lower part of the ear. Most often all these whiskers are white in colour, but they may also be black and even barred. These bristly hairs are much coarser and much longer than the general hair of the animal and are a very elaborate compass system by which the cat is able to take a series of bearings on the ends of these same whiskers to find his way home.

The wild relatives of our domestic cat such as the Scottish wild cat which looks like a big domestic cat, have proportionately larger white whiskers.

If you carefully watch your cat as you open the door to let it out, you will note that there is a sniffing of the air and the whiskers twitch, acting like antennae which might convey to the animal any signals of impending danger - it is sort of geigercountering the air for possible clues. As it does so it is alert to every surrounding influence which might affect its cautious outgoing or its hasty incoming while the door still remains ajar.

From Purring is my Business. Used by permission of Vesta Publications.

27. What is the main purpose of the first paragraph?

7	A.	To tell the reader about cats.
8	B.	To discuss an old saying about cat's whiskers.
28	C.	To express an opinion about the necessity of cat's whiskers.
57	D.	To explain that a cat's whiskers are sensitive instruments of touch.
1		omit

28. Why does a cat twitch its whiskers?

5	A.	To sharpen its sense of smell.
13	B.	To help it find its way around.
4	C.	Because it probably has poor eyesight.
77	D.	To check the surroundings for possible danger.
1		omit

29. How does the texture of a cat's whiskers compare with the texture of the hairs in a cat's fur?

17	A.	Whiskers are much longer.
73	B.	Whiskers are much coarser.
5	C.	Whiskers are somewhat finer.
3	D.	Whiskers are a different colour.
2		omit

30. The smallest whiskers on a cat are found

9	A.	near the mouth.
66	B.	on the forehead.
11	C.	beside the nose.
12	D.	beside the lower ear.
2		omit

31. In which of the following ways would a cat most likely compensate for poor eyesight?

10	A.	By growing more whiskers.
79	B.	By growing longer whiskers.
5	C.	By growing thicker whiskers.
5	D.	By growing shorter whiskers.
1		omit

32. What would most likely happen to a cat without whiskers?

25	A.	It would not survive in the wild.
6	B.	It would lose its sense of smell.
64	C.	Its sense of touch would be handicapped.
3	D.	It could squeeze its body through a smaller opening.
2		omit

THE FOLLOWING PASSAGE IS TAKEN FROM JAMES LAWTON'S INTRODUCTION TO DEBBIE BRILL'S AUTOBIOGRAPHY. READ THE PASSAGE. THEN ANSWER QUESTIONS 33 TO 40 USING INFORMATION FROM THIS PASSAGE.

DEBBIE BRILL

by James Lawton

Debbie Brill is Canada's most enduring - and controversial - track and field star. She is also a mystery, a chameleon of a woman-athlete, whose mood can change as swiftly as the weather of her native British Columbia. One day she is all athlete, as programmed as a computer; the next, she is the most vulnerable of women. At the heart of the mystery is one fact: there are two Debbie Brills.

There is the Debbie who is as free as the wind. She is a consummate athlete, beautifully synchronized, long-limbed, and with a competitive heart as hard as tungsten, who talks happily of high jumping until the age of sixty. She is the high school girl who stunned seasoned coaches around the world with the profusion of her natural talent and who at the age of fourteen shared with just one other human being a revolutionary insight into the means of jumping high. That other person was Dick Fosbury, the American creator of the Fosbury Flop - a technique of going over the high bar backward. Fosbury was amazed at a track meet in Vancouver in 1967 when he saw a gangling schoolkid with big eyes and a shock of black hair using the technique that he thought was his great secret. She is the woman who, as she moves into her middle thirties, says that if a time comes when she can no longer high jump, something very close to the core of her being will have died. She is the natural, passionate athlete who after nearly twenty years of operating under the rigours of world-class competition, can still say that high jumping, when it goes well, is "a rush - like sunlight."

Then there is the other Debbie Brill, who has been tugged along, sometimes nervously, often bleakly, by the uncomplicated winner of gold medals and fame. This is the sensitive Brill, who even before the arrival of womanhood was caught deeply in the questioning and pain of life, who many times has recoiled from celebrity and, indeed, once literally ran away to the woods. In this Brill are searchings and tensions that from an early age have been magnified by a degree of fame, an inability to practise the great skill of her life without stirring strong reactions, many of them hostile.

From Jump! Used by permission of Douglas and McIntyre Ltd.

33. For approximately how long has Debbie Brill been jumping competitively?

8	A.	10 years.
17	B.	14 years.
61	C.	20 years.
11	D.	25 years.
2		omit

34. Why is Debbie Brill a mystery?

6	A.	She literally ran away to the woods.
5	B.	She is reluctant to grant interviews.
74	C.	She seems to have a dual personality.
13	D.	Little is known about her personal life.
2		omit

35. Why was Dick Fosbury amazed by Debbie Brill?

6	A.	She was only 14.
16	B.	She had so much natural talent.
69	C.	She was using his jumping technique.
7	D.	She had kept her jumping technique a secret.
2		omit

36. Which of the following best describes Debbie's attitude toward jumping?

4	A.	She is looking forward to retirement.
16	B.	She enjoys the fame jumping brings her.
70	C.	She believes that jumping is essential to her well-being.
7	D.	She has mixed feelings about the long hours of practice required.
2		omit

37. Which aspect of Debbie Brill's athletic career has caused her psychological pain?

6	A.	The Fosbury flop.
61	B.	The pressures of fame.
15	C.	The physical rigours of world-wide competitions.
15	D.	The inability to practise the great skill of her life.
3		omit

38. The details in this passage suggest that the author's attitude toward Debbie Brill is

59	A.	admiring.
25	B.	confused.
8	C.	critical.
5	D.	disbelieving.
3		omit

39. Which of the following contains the author's thesis or main idea?

55	A.	"There are two Debbie Brills."
7	B.	"There is the Debbie who is as free as the wind."
7	C.	"She is the high school girl who stunned seasoned coaches around the world."
29	D.	"Debbie Brill is Canada's most enduring and controversial track and field star."
3		omit

40. What is the organizational pattern of this passage?

12	A.	Chronological.
60	B.	Comparison-contrast.
12	C.	From least to most important.
13	D.	From most to least important.
3		omit

Form W Grade 4

STUDENT BACKGROUND

Please CIRCLE the letter of the correct choice for the questions on this page. Ask your teacher for help if you do not understand the questions.

1. What is your gender?

52 A. Male.
47 B. Female.

2. Do you sometimes go to learning assistance for special help?

17 A. Yes.
83 B. No.

3. Have you ever attended English as a Second Language (ESL) classes?

5 A. Yes.
95 B. No.

4. What language do you now speak most often at home?

91 A. English.
9 B. Another language.

5. About how many books are there in your home?

4 A. 0 to 24.
18 B. 25 to 99.
28 C. 100 to 249.
50 D. 250 or more.

6. How much time did you spend reading for your own pleasure yesterday? (Don't count your homework.)

18 A. None.
26 B. Less than half an hour.
35 C. Between half an hour and one hour.
21 D. More than one hour.

READING STRATEGIES

People use many different strategies to help them understand and remember what they read. We are interested in what you do when you are reading as part of your school work. Read each of the items below carefully. Then circle the letter which describes how often you do it when you need to understand and remember what you read at school.

HOW OFTEN DO YOU DO EACH OF THE FOLLOWING BEFORE YOU BEGIN TO READ?	MOST OF THE TIME	QUITE OFTEN	ONCE IN A WHILE	NEVER
1. Look at the title, illustrations and headings to find out what it is likely to be about.	A 40	B 25	C 29	D 5
2. Think about what you already know about the topic.	A 17	B 27	C 39	D 17
3. Remember other selections about the same topic.	A 22	B 29	C 35	D 14
4. Try to guess what will happen or what information you might learn.	A 29	B 27	C 30	D 14
5. Talk to somebody else about it.	A 16	B 18	C 39	D 27
HOW OFTEN DO YOU DO EACH OF THE FOLLOWING WHILE YOU ARE READING SOMETHING FOR THE FIRST TIME?				
6. Form pictures in your mind.	A 53	B 24	C 17	D 6
7. Make notes.	A 7	B 10	C 34	D 48
8. Stop and think over what you have already read.	A 22	B 31	C 34	D 12
9. Look back at parts you have already read.	A 22	B 28	C 38	D 11
10. Try to guess what will come next.	A 35	B 26	C 25	D 14

HOW OFTEN DO YOU DO EACH OF THE FOLLOWING AFTER YOU HAVE FINISHED READING?	MOST OF THE TIME	QUITE OFTEN	ONCE IN A WHILE	NEVER
11. Look back over what you have read.	A	B	C	D
	21	25	40	13
12. Write down notes or ideas.	A	B	C	D
	8	12	34	46
13. Compare what you have read with things that have happened to you, feelings you have had, or things you have seen.	A	B	C	D
	14	20	41	25
14. Think about related selections you have read.	A	B	C	D
	15	28	42	14
15. Get new ideas about things to read or research.	A	B	C	D
	24	29	34	11
16. Talk to somebody else about it.	A	B	C	D
	17	22	39	21
17. Write something of your own on that topic.	A	B	C	D
	12	16	40	32

The rest of the questions in this booklet ask you to write out your answers. Sometimes, you will be able to answer in one or two words. Other questions may need longer answers. You may choose to write a paragraph to answer some questions, but if you wish, you may provide a list of ideas instead. When questions ask for your opinion, many different answers are acceptable. Just make certain that you give good reasons for your opinion.

Please remember:

1. You do not have to write sentence answers to all of the questions.

2. On this test, we are more interested in what you have to say than in how you say it.

3. Give good reasons for your answers.

Read the story below. Then answer questions 1 to 4. This true story is told by a nine-year-old girl named Natasha. She and her family found a cat that had been hurt.

CASSANDRA

Mike and I cried all the way to the vet's and begged Mom and Dad not to put the pussycat to sleep. We called her Cassandra. Mom finally said that if the vet could fix her up we could keep her. The vet said that he could try to save her, but he would have to amputate her leg and operate on her shoulder. Cassandra was in the hospital for a long while.

Finally, it was time for us to take Cassandra home. We fixed up a corner of the bedroom for her with a pink kitty basket and a soft white blanket. We had to watch her carefully and give her medicine for ten days. Finally she started to get around on her own, limping along on three legs. At first she was afraid to come out of her room. She would peek through the door and come slowly up the hall. Then she would run back into the room and hide under the bed. But soon she got used to our house and even made friends with our other cat and dog. We didn't allow her to go out in the yard alone because we were afraid that she couldn't run fast enough if a strange dog chased her. But I took her out for walks on a leash after school and she enjoyed this very much.

One day we heard about a cat show at the Metro Centre in Halifax. I wanted to take Cassandra. We sent in her registration and everything. I started to brush her every day and get her all ready for it.

Then one day Mom told me I couldn't take her to the show. The lady in charge of the show had called Mom and said that Cassandra was disqualified because she only had three legs. She said that a cat has to have two ears, two eyes, one tail, and four legs to be in the show. I got really angry and I told Mom that that wasn't fair. I said, "That is discrimination. Cassandra can't help it if she has only three legs." Then Mom said I was right. She called the lady and told her that I was very, very angry at their stupid rules. Then the lady called the bosses of the cat show. She called me back and said that they had changed their rules and Cassandra could be in the show after all.

We got up very early in the morning to go to the show. There were about a hundred cats, in all sorts of different colors. Lots of people came to talk to me and told me that they weren't allowed to bring their cats to the show because they only had one eye or no tail. I told them how I stood up for Cassandra's rights. They said they were going to bring their cats next time. They will never again be allowed to keep handicapped pussycats out of the cat show in Nova Scotia.

Used by permission of The Young Naturalist Foundation.

1. How do you think Cassandra did in the cat show? Explain the reasons for your answer.

Scale Value	% of Students
0	3.2
1	11.6
2	73.7
3	10.1
No response	1.3

2. Would you like to have a person like Natasha for a friend? Why or why not? Explain the reasons for your answer.

Scale Value	% of Students
0	4.0
1	30.2
2	28.9
3	35.4
No response	1.4

3. How does the author let you know about what kind of person Natasha is?

Scale Value	% of Students
0	6.1
1	24.4
2	32.6
3	32.2
No response	4.7

4. Would you give this story to a friend to read? Why or why not? Explain the reasons for your answer.

Scale Value	% of Students
0	1.1
1	52.8
2	22.1
3	18.6
4	3.4
No response	2.0

This passage gives information about an unusual fish. Before you read this selection, look at the chart in Question 5. Then read the passage to find the information you will need to fill in the chart.

THE STRANGEST FISH

by Hilary Hauser

It started off like any other day. My friend Bob Evans and I were scuba diving in the ocean off the coast of southern California. We were there to take pictures of unusual sea life.

Suddenly, from out of the deep blue waters around us, an incredible creature appeared. It was as silvery as a star and as big around as a bicycle wheel. Right away we knew what it had to be. It was one of the weirdest looking fish in the world - the ocean sunfish, or mola.

Most fish swim by swishing their powerful bodies and tails but the mola's body does not bend and its tail is too tiny. Instead, the mola uses its two tall fins to push itself along. Turning slightly to its side, it flaps them back and forth, with each fin going in the opposite direction.

Sometimes, sea lions gang up on small molas and use them as playthings. They flip them into the air and try to bite off their fins. To escape these enemies, a mola may flap its fins so hard that it flies right out of the water!

However, usually a mola isn't in much of a hurry. It spends its time drifting in warm ocean currents, waiting for small, good-to-eat creatures to come by. When it sees a jellyfish - its favorite food - it putters up to it and takes a bite with its beaklike mouth. The jellyfish's tentacles may reach out and try to sting the mola but the mola's thick, rough skin protects it from harm.

Molas eat small creatures, but they grow to a huge size. The biggest ones may be up to 4 m long and weigh as much as a car! Off the coast of California, molas usually are no heavier than about 60 kg. And the fish that Bob and I were swimming with was probably only half that size. It was a small mola, but it gave us a super-big thrill!

Used by permission of the National Wildlife Federation.

(PLEASE GO ON TO THE NEXT PAGE.)

5. Fill in the following chart with facts about the mola. You do not need to use complete sentences. The first box has been filled in as an example for you.

MOLA FISH	
Shape	-round and flat -tall fins -tiny tail
Size	
Colour	
Movement	
Food	
Protection	

Scale Value	% of Students
0	0.4
1	5.2
2	26.4
3	30.3
4	22.7
5	14.0
No response	1.0

Read the passage below. Then answer questions 6 to 8 using information from this passage.

WHALESPEECH

by John Sutherland

Some of you surface-people call me a humpbacked whale. I don't like that name. Other surface-people call me the Great Winged Angel. I think they mean my fins look like wings when I am swimming deep under the salty ocean. I like Great Winged Angel better as a name. But I really don't need a name. I know who I am.

I live in the ocean that you surface-people call the Pacific. Swimming from the warm ocean near Hawaii to the cool waters near British Columbia is fantastic! There's nothing like a frisky dive off Vancouver Island to make a young whale feel great!

My mother told me that you surface-people weren't always our friends. Some of you aren't very friendly even now, let me tell you. I'm glad I wasn't swimming when the whaleboats were chasing and killing us. My grandfather was stuck by a horrible harpoon and hauled into a whaleboat. My mother can sing a song about him. I'm learning to sing it, too.

Now that we can talk to each other, whales and surface-people will surely get along just fine. We really should, you know. It's for your own good. There's lots you don't know and understand.

From Writing and Ways 8 (Networks).
Used by permission of Nelson Canada.

6. Make up <u>two</u> questions that you could ask the whale who is telling this story to help you learn interesting facts about whales.

Question 1:

_____

_____

_____

Question 2:

_____

_____

_____

Scale Value	% of Students
0	6.0
1	11.1
2	11.8
3	9.8
4	57.6
No response	3.7

7. Why do you think the author decided to have the whale tell this story?

_____

_____

_____

_____

Scale Value	% of Students
0	5.9
1	14.3
2	66.4
3	11.2
No response	4.1

8. What would you say to this whale if you could send a message to it? Write your answer in a few sentences.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Scale Value	% of Students
0	3.7
1	14.7
2	36.5
3	28.6
4	10.3
No response	6.2

People have different ideas and feelings about the poems they read. We would like to know <u>your</u> ideas about two poems.

CATNIP THE MYSTERY TOMCAT

by Susan Ioannou

Catnip the mystery tomcat
skids like a black motorbike.
Round the corner, carpet fringe flying,
he brakes - claws down - at my feet.

What do you want, sir, propped on hind wheels,
motor a-rumble, eyes wide windshields?
Sardines for dinner? Chin tickled?
Ears rubbed?

Why are you twitching your whiskers
(like those eight other times before)?
You've come, I've seen, and we've sat here
tomcat to tomgirl, nose-close on the floor!

Give me a hint: slide round my leg
or lick my thumb or meow.
But do SOMETHING to show what you want, please!
Right now!

A spin, a scratch, and hind legs kicking up
fringe,
a furry tail flashes from sight,
Catnip the mystery tomcat
off again like a black motorbike.

Used by permission of the author.

9. The poet refers to her pet as a "Mystery Tomcat." What is the mystery?

_____

_____

_____

Scale Value	% of Students
0	52.5
1	9.6
2	28.1
No respons.	9.8

MY DOG HE IS AN UGLY DOG

by Jack Prelutsky

My dog, he is an ugly dog,
he's put together wrong,
his legs are much too short for him,
his ears are much too long.
My dog, he is a scruffy dog,
he's missing clumps of hair,
his face is quite ridiculous,
his tail is scarcely there.

My dog, he is a dingy dog,
his fur is full of fleas,
He sometimes smells like dirty socks,
he sometimes smells like cheese.
My dog, he is a noisy dog,
he's hardly ever still,
he barks at almost anything,
his voice is loud and shrill.

My dog he is a stupid dog,
his mind is slow and thick,
he's never learned to catch a ball,
he cannot fetch a stick.
My dog, he is a greedy dog.
he eats enough for three,
his belly bulges to the ground,
he is the dog for me.

Used by permission of Lillian Morrow & Co.

10. Do you think the poet likes his dog? YES 74.2 NO 20.0

Why or why not? Explain the reasons for your answer.

Scale Value	% of Students
0	5.1
1	19.6
2	16.9
3	52.8
No response	5.6

_____

_____

_____

_____

_____

11. Which of these two poems do you like better?

CATNIP THE MYSTERY TOMCAT ☐ MY DOG HE IS AN UGLY DOG ☐

Why? Explain the reasons for your choice in a few sentences.

Catnip the Mystery Tomcat	19.8
My Dog He is an Ugly Dog	72.7

Scale Value	% of Students
0	2.4
1	14.9
2	51.4
3	20.5
4	3.1
No response	7.8

STUDENT BACKGROUND

Please CIRCLE the letter of the correct choice for the questions on this page. Ask your teacher for help if you do not understand the questions.

1. What is your gender?

49 A. Male.
51 B. Female.

2. Do you sometimes go to learning assistance for special help?

11 A. Yes.
89 B. No.

3. Have you ever attended English as a Second language (ESl) classes?

5 A. Yes.
94 B. No.

4. What language do you now speak most often at home?

93 A. English.
7 B. Another language.

5. About how many books are there in your home?

3 A. 0 to 24.
14 B. 25 to 99.
30 C. 100 to 249.
52 D. 250 or more.

6. How much time did you spend reading for your own pleasure yesterday? (Don't count your homework.)

19 A. None.
24 B. less than half an hour.
34 C. Between half an hour and one hour.
22 D. More than one hour.

READING STRATEGIES

People use many different strategies to help them understand and remember what they read. We are interested in what you do when you are reading as part of your school work. Read each of the items below carefully. Then circle the letter which describes how often you do it when you need to understand and remember what you read at school.

HOW OFTEN DO YOU DO EACH OF THE FOLLOWING BEFORE YOU BEGIN TO READ?	MOST OF THE TIME	QUITE OFTEN	ONCE IN A WHILE	NEVER
1. Look at the title, illustrations and headings to find out what it is likely to be about.	A 43	B 28	C 26	D 3
2. Think about what you already know about the topic.	A .3	B 26	C 43	D 17
3. Remember other selections about the same topic.	A 13	B 27	C 42	D 18
4. Try to guess what will happen or what information you might learn.	A 22	B 27	C 33	D 18
5. Talk to somebody else about it.	A 12	B 18	C 43	D 26
HOW OFTEN DO YOU DO EACH OF THE FOLLOWING WHILE YOU ARE READING SOMETHING FOR THE FIRST TIME?				
6. Form pictures in your mind.	A 58	B 24	C 13	D 4
7. Make notes.	A 5	B 10	C 31	D 53
8. Stop and think over what you have already read.	A 18	B 30	C 41	D 11
9. Look back at parts you have already read.	A 18	B 31	C 39	D 11
10. Try to guess what will come next.	A 27	B 30	C 30	D 12

HOW OFTEN DO YOU DO EACH OF THE FOLLOWING AFTER YOU HAVE FINISHED READING?	MOST OF THE TIME	QUITE OFTEN	ONCE IN A WHILE	NEVER
11. Look back over what you have read.	A 16	B 24	C 45	D 15
12. Write down notes or ideas.	A 5	B 11	C 33	D 50
13. Compare what you have read with things that have happened to you, feelings you have had, or things you have seen.	A 10	B 20	C 43	D 27
14. Think about related selections you have read.	A 9	B 25	C 48	D 18
15. Get new ideas about things to read or research.	A 13	B 26	C 40	D 19
16. Talk to somebody else about it.	A 14	B 22	C 41	D 22
17. Write something of your own on that topic.	A 5	B 11	C 38	D 46

The rest of the questions in this booklet ask you to write out your answers. Sometimes, you will be able to answer in one or two words. Other questions may need longer answers. You may choose to write a paragraph to answer some questions, but if you wish, you may provide a list of ideas instead. When questions ask for your opinion, many different answers are acceptable. Just make certain that you give good reasons for your opinion.

Please remember:

1. You do not have to write sentence answers to all of the questions.

2. On this test, we are more interested in what you have to say than in how you say it.

3. Give good reasons for your answers.

The following passage is taken from a novel, Blaine's Way. Read the selection. Then answer questions 1 to 5 using information from this passage.

BLAINE'S WAY

by Monica Hughes

Clang, clang. "BLAINE!" I ran around the house and into the kitchen stopping just long enough to wash the dog smell off my hands. Grandpa and Greatgramma were already at table and Gramma was starting to dish up.

"What kept you, boy?"

"Sorry, Grandpa," I muttered and tackled my food without another word.

We were halfway through dessert when I heard a faint scratching noise at the front door. I looked quickly around, but no one else seemed to have heard it. After all, there was a closed door and a long passage between the kitchen and the front door. I began to shovel my pie in as fast as I could.

"Manners, manners," screeched Greatgramma and whacked me with the back of her spoon before I could get my knuckles out of the way. She was still every bit as speedy as when I'd first moved in.

The scratching came again. Much louder this time.

"What the tarnation?" Grandpa muttered. He got up and threw open the door between the kitchen and the main hall. Now the scratches and whines were loud enough for everyone to hear.

I kept my eyes on my plate and tried to go on eating, though my throat was choked up with piecrust crumbs. Grandpa's stocking feet thudded down the passage. I could hear him struggling with the front door bolts. Why, I don't believe that door had been opened since I'd lived there. Weddings and funerals was the custom.

By now the whining had reached a frenzy. There was the squeal of reluctant hinges, the skidding of claws scrabbling over Gramma's polished oak floor, and into the kitchen burst Goldie. She bounded to my side and squatted beside me, her chin on my knee. There was no way on God's green earth that I could pretend the two of us didn't know each other.

"A dog in the house," shrieked Greatgramma. "Get the dirty beast out. Get it out, I say!"

Now, I don't know if it was Grandpa's natural contrariness that worked for Goldie and me at that moment, or if, seeing the two of us sitting together, he remembered what it was like to be thirteen. But at any rate, he shut the door to the front of the house with a bang and said, "If you're planning to keep that creature, you'd better give it a bath. It stinks!"

From Blaine's Way. Used by permission of the Irwin Publishing Co. Ltd.

1. Why was Blaine late for dinner?

Scale Value	% of Students
0	4.2
1	14.9
2	80.3
No response	0.5

2. How do you think Blaine felt when he heard the dog at the door? Why? Explain the reasons for your answer.

Scale Value	% of Students
0	7.9
1	24.1
2	66.2
No response	1.9

3. How do you think grandfather felt when the dog came running into the kitchen and put her head on Blaine's knee? Why? Explain the reasons for your answer.

Scale Value	% of Students
0	8.6
1	45.2
2	43.6
No response	2.6

4. What did you learn about Blaine from reading this story? Explain your answer. Remember to include examples and details from the story.

Scale Value	% of Students
0	10.8
1	6.6
2	37.8
3	24.9
4	14.3
No response	5.6

5. This passage is from a book called Blaine's Way. Do you think you would enjoy reading this book?

YES 47.9 NO 22.9 CAN'T DECIDE 28.7

Why? Explain the reasons for your answer.

Scale Value	% of Students
0	1.1
1	43.0
2	33.7
3	15.7
4	4.2
No response	2.3

The following article was written by a student to present his ideas about prejudice. Read the article carefully. Then, answer questions 6 and 7.

PREJUDICE: A STUDENT'S VIEW

by Denis Robillard

"Hey, Fatso! Get outta my way. I should be in line before you!"

We've probably all heard similar comments at one time or another while walking down the crowded halls of school or even while waiting for a bus at the shopping mall on a Saturday afternoon. It's all part of that social disease, prejudice.

Prejudice is probably one of the most serious problems in human relationships today. In fact, it is actually human relations that create prejudice.

Poor communication, as well as preconceived ideas that lead to the unacceptance of others as they really are, tend to shut off people's minds to the truth and cloud it with wrong assumptions.

There are people in our schools, cities - practically everywhere - that are so stubborn and steadfast in their convictions that they will either cast you away or ignore you outright just because you're a little overweight or because you have braces or you listen to the Dead Kennedys and have purple hair.

The prejudice bug is easy to catch and the list of foolish excuses is virtually endless.

I will dwell on punk rockers. To "normal" people (I hate that word), punkers are seen as troublemakers, airheads, drugged-out freaks and walking art. I know it's difficult, but if people only stopped to question them about their beliefs and lifestyles instead of mocking them, they might understand why punkers dress and act the way they do. Teenagers, especially, under the influence of their peers, usually put down others who are different because it's the easiest thing to do. To belittle someone is good for their own egos and it wins "friends."

I'm not a punker complete with strange garb and spiked hair. I look like the majority of the people at school, except that I consider myself a non-conformist. I do my own thing and I feel good about it. Are we supposed to be the finely tuned pieces and cogs of a social machine? Some people do have spare parts you know!

They say that crime is often an inside job. The long term cure to prejudice also has to be an inside job. By looking inwards and making an effort to change our thoughts about people, we can discover that each of us is important to our society - truly an important discovery.

Used by permission of Teen Generation magazine.

6. What two questions could you ask Denis Robillard to help you learn more about his views on overcoming prejudice?

Question 1: _____

_____

_____

Question 2: _____

_____

_____

Scale Value	% of Students
0	5.3
1	18.4
2	14.0
3	28.5
4	26.5
No response	7.1

7. The author wrote this article for Teen Generation, a magazine for Canadian teenagers.

a. Do you think teenagers would find this article interesting? Why or why not? Give reasons for your answer.

Scale Value	% of Students
0	0.5
1	5.9
2	41.3
3	34.8
4	15.6
No response	2.0

b. Do you think this article might convince some teenagers to be less prejudiced? Why or why not? Give reasons for your answer.

Scale Value	% of Students
0	0.6
1	8.2
2	42.6
3	32.3
4	13.1
No response	3.3

Read the passage below. Then answer questions 8 to 10 using information from this passage.

SOMEBODY'S SON

He sat, washed up on the side of the highway, a slim, sun-beaten driftwood of a youth. He was hunched on his strapped-together suitcase, chin on his hands, elbows on knees, staring down the road. Not a car was in sight. Except for him, the dead, still Alberta plains were empty.

Now he was eager to write that letter he had kept putting off. Somehow, writing it would be almost like having company.

He unstrapped his suitcase and fished out a small unopened package of stationery from the pocket on the underside of the lid. Sitting down in the gravel of the roadside, he closed the suitcase and used it as a desk.

Dear Mom,

If Dad will permit, I would like to come home. I know there's little chance he will. I'm not going to kid myself., I remember he said once if I ever ran off I might as well keep on going.

All I can say is that I felt leaving home was something I had to do. Before even considering college, I wanted to find out more about life and about me and the best way for us (life and me) to live with each other. Please tell Dad - and I guess this'll make him sore all over again - I'm still not certain that college is the answer for me. I think I'd like to work for a time and think it over.

You won't be able to reach me by mail, because I'm not sure where I'll be next. But in a few days I hope to be passing by our place. If there's any chance Dad will have me back, please ask him to tie a white cloth to the apple tree in the south pasture - you know the one, the Grimes Golden beside the tracks. I'll be going by on the train. If there's no cloth on the tree I'll just quietly, and without any hard feelings toward Dad - and I mean that - keep on going.

Love,
David

8. Think about the story again. What kind of person is David? Describe David in a few words.

_____

9. What was it about the story that led you to describe David the way you did in question 8?

Scale Value	% of Students
0	5.8
1	17.7
2	40.3
3	20.0
4	14.0
No response	2.1

_____

_____

_____

_____

_____

_____

_____

_____

_____

10. How do you think the author intends you to <u>feel</u> about David?

Scale Value	% of Students
0	3.6
1	8.2
2	6.8
3	77.6
No response	3.8

_____

_____

_____

People have different ideas and feelings about the poems they read. We would like to know <u>your</u> ideas about two poems written by students from other parts of Canada.

THE PITCHER

by Jeffrey Hewell

The pitcher stands like a statue under the lights
Concentrating on hitting a small, round target.

His teammates are scattered on a field,
Like pieces on a chessboard.

The job is very strange:
To fool the batter.

The crowd roars
As the pitcher steps to the mound.

He hides the ball behind his back,
Rotating it, for the correct grip.

He grits his teeth, his arms fly high.
His foot kicks out, and his arm swings back.

You see the snap of the wrist,
As the ball is released.

The ball sails through the air,
Curving to deceive the batter.

The batter swings and misses,
As the ball snaps into the catcher's mitt.

Used by permission of C.C.T.E., Carlton University.

11. At the end of the poem, why does the batter miss the ball?

Scale Value	% of Students
0	9.2
1	31.5
2	56.9
No response	2.4

_____

_____

ON EAGLE'S WINGS

by Jason Bourque

On the five meter tower
I control my fear
With deep breaths and concentration
Rising upward on bent toes
I throw myself into the air
I -
I am an eagle
My skin is feathers
My arms are wings
Slicing the air
Riding the wind
Swooping downward
Flying forever.....
A second in time
My dream is shattered
Like the water's surface.

Used by permission of the author.

12. In this poem, who or what is being compared to an eagle?

Scale Value	% of Students
0	19.2
1	59.0
2	19.0
No response	2.7

13. Which of these two poems do you like better?

THE PITCHER 50.4 ON EAGLE'S WINGS 45.0

Why? Explain the reasons for your choice. Remember to include specific details and examples from the poems.

Scale Value	% of Students
0	0.5
1	5.2
2	45.3
3	28.2
4	16.5
No response	4.4

STUDENT BACKGROUND

Please CIRCLE the letter of the correct choice for the questions on this page. Ask your teacher for help if you do not understand the questions.

1. Do you sometimes go to learning assistance for special help?

   13 A. Yes.
   86 B. No.

2. Have you ever attended English as a Second Language (ESL) classes?

   7 A. Yes.
   92 B. No.

3. What language do you now speak most often at home?

   91 A. English.
   8 B. Another language.

4. About how many books are there in your home?

   5 A. 0 to 24.
   16 B. 25 to 99.
   31 C. 100 to 249.
   47 D. 250 or more.

5. How much time did you spend reading for your own pleasure yesterday? (Don't count your homework.)

   27 A. None.
   29 B. less than half an hour.
   28 C. Between half an hour and one hour.
   16 D. More than one hour.

6. What do you plan to do after you leave high school? (Circle one choice only.)

   6 A. look for a permanent job.
   7 B. Attend a technical or vocational institute.
   17 C. Attend a community college.
   46 D. Attend a university.
   3 E. Attend a business school.
   8 F. I have other plans.
   12 G. I am undecided.

READING STRATEGIES

People use many different strategies to help them understand and remember what they read. Read each of the items below carefully. Then circle the letter which describes how often you do it when you need to understand and remember what you read at school.

HOW OFTEN DO YOU DO EACH OF THE FOLLOWING BEFORE YOU BEGIN TO READ?	MOST OF THE TIME	QUITE OFTEN	ONCE IN A WHILE	NEVER
1. Look at the title, illustrations and headings to find out what it is likely to be about.	A 46	B 29	C 21	D 3
2. Think about what you already know about the topic.	A 13	B 30	C 43	D 14
3. Remember other selections about the same topic.	A 11	B 30	C 42	D 16
4. Try to guess what will happen or what information you might learn.	A 18	B 31	C 33	D 17
5. Talk to somebody else about it.	A 12	B 22	C 44	D 21
HOW OFTEN DO YOU DO EACH OF THE FOLLOWING WHILE YOU ARE READING SOMETHING FOR THE FIRST TIME?				
6. Form pictures in your mind.	A 59	B 25	C 12	D 4
7. Make notes.	A 3	B 8	C 30	D 58
8. Stop and think over what you have already read.	A 17	B 31	C 39	D 12
9. Look back at parts you have already read.	A 17	B 34	C 39	D 9
10. Try to guess what will come next.	A 22	B 33	C 31	D 11

HOW OFTEN DO YOU DO EACH OF THE FOLLOWING AFTER YOU HAVE FINISHED READING?	MOST OF THE TIME	QUITE OFTEN	ONCE IN A WHILE	NEVER
11. Look back over what you have read.	A	B	C	D
	13	21	48	17
12. Write down notes or ideas.	A	B	C	D
	4	10	31	54
13. Compare what you have read with things that have happened to you, feelings you have had, or things you have seen.	A	B	C	D
	11	24	41	22
14. Think about related selections you have read.	A	B	C	D
	8	25	48	18
15. Get new ideas about things to read or research.	A	B	C	D
	10	24	43	22
16. Talk to somebody else about it.	A	B	C	D
	14	24	42	18
17. Write something of your own on that topic.	A	B	C	D
	3	7	37	52

The remaining questions in this booklet ask you to write out your answers. You may choose to write a paragraph to answer some questions, but if you wish, you may provide a list of ideas instead. When questions ask for your opinion, many different answers are acceptable. Just make certain that you give good reasons for your opinion.

Please remember:

1. All your answers are to be written in this booklet.
2. You do not have to write sentence answers to all of the questions.
3. On this test, we are more interested in what you have to say than in how you say it.
4. Give good reasons for your answers.

This short descriptive passage by Edna Alford gives us only a small amount of direct information about her character, Tessie Bishop. Read the passage and see what conclusions you can draw (infer) about Tessie and her lifestyle.

HALF-PAST EIGHT

by Edna Alford

Tessie Bishop took her tube of "Scarlet Fire" lipstick and removed the lid. The lipstick was old and stale and had that sickly sweet smell peculiar to the cosmetics of the aged.

The mirror on the dowager dresser was adjustable, swung on ornate brass hooks, and Tessie tilted it so she could see as much of herself as possible. She wished she had a full-length mirror like the one she had hung on the bathroom door of the apartment she lived in before she had to come to the lodge, before the money ran out and the time with it. She wanted to check the hem of her dress, get the overall effect of the outfit she was wearing to the Stampede Parade.

The mirror on this dresser was tarnished and wavy - like all the others in the lodge, Tessie supposed. Her image was distorted in this mirror, unreal in the bronze shimmer. She couldn't believe she really looked like this, her skin old and wavy and discoloured, mapped with cracks. But what could you expect, she thought. Time passes, doesn't it, and all things considered, she had held her own, in spite of the mirror.

Mirrors weren't trustworthy, regardless of the fairy tales. "Mirror, mirror on the wall, who is the oldest of us all?" she mocked the white-haired woman trapped in the yellow glass.

From A Sleep Full of Dreams. Used by permission of Oolichan Books.

1. What picture of Tessie Bishop and her life did you form as you read this passage? In a few sentences, describe your ideas and conclusions about Tessie Bishop and her life. Give examples and details from the selection to support your conclusions.

Scale Value	% of Students
0	5.8
1	15.6
2	45.9
3	21.9
4	8.1
No response	2.8

Before reading this passage, look over questions 2 and 3. Then, read the selection and answer the questions using information from this passage.

MARKETING RESEARCH

How will manufacturers know that their products are successful? How can they decide whether the money invested in advertising is "paying off" with sales of their products? How can they discover whether a product will appeal best to men or women? How will they decide if a product is not successful, whether it should be changed or, more seriously, removed from the market?

These questions are decided through marketing research. Marketing research is the use of a scientific means to determine the characteristics of the market to which a product appeals. This can be done through surveys, consumer panels and samples.

Have you ever wondered why you might have received a sample of shampoo in the mail? What the manufacturer is doing is part of a market test - seeing whether or not you will use the sample. If you like the product, you will probably go out and buy it the next time you have to buy shampoo. Shampoo manufacturers know how long it will probably take before you decide to actually buy it. By measuring the sales of the product after a period of time, they can decide whether or not the product has been well received.

At the same time that you received the sample there was probably advertising in local newspapers and magazines for the shampoo to encourage everyone to use the sample and then buy the product in its regular size. It won't take long for the shampoo manufacturer to decide whether the market test has been successful or unsuccessful and decide whether to produce the product in larger quantities across the country, change the product or drop it.

Marketers will often employ private firms to conduct surveys about our product preferences. When you see people standing in shopping malls with clipboards stopping shoppers, they are probably conducting a survey for a manufacturer. Once the answers to the surveys are analyzed, the information can tell manufacturers how consumers feel about their products.

Often manufacturers will have consumer panels to judge their products even before they are packaged. These people are hired by the manufacturers to analyze the product and its effectiveness. If a manufacturer decides to produce a new brand of gelatin dessert, these people will be asked to judge its quality, color and usefulness. Their opinions will be used to make any necessary changes before the product is actually put out on supermarket shelves.

Because of the cost of research for new products, the investment in packaging and production, businesses want reasonable assurance of a product's success. By using marketing research the risk of serious losses can be reduced.

From Business in Changing Times. Used by permission of Addison-Wesley Publishers Ltd.

2. Complete the following chart with information from this selection. The first row has been filled in as an example.

TECHNIQUE	DESCRIPTION	WHEN USED
Market Test	- distribute samples - then see if sales increase after people have had a chance to try the product	- when the product is ready to market
Consumer Survey		
Consumer Panel		

Scale Value	0	1	2	3	4	5	6	No response
% of Students	4.0	4.2	7.8	9.7	18.1	22.5	26.4	7.3

3. Imagine that you have developed a new board game for teenagers and adults. Briefly outline how you could use market research to increase your chances of success. You may answer in point-form if you wish.

Scale Value	% of Students
0	11.0
1	21.1
2	37.5
3	13.8
4	5.7
No response	10.8

Read the story below. Then answer questions 4 to 6 using information from this story.

HUMANS ARE DIFFERENT

by Alan Bloch

I'm an archaeologist, and Humans are my business. Just the same I wonder if we'll ever find out what made Humans different from us Robots - by digging around on the dead planets. You see, I lived with a Human once, and I know it isn't as simple as they told us back in school.

We have a few records, of course, and Robots like me are filling in some of the gaps; but I think now that we aren't really getting anywhere. We know, or at least the historians say we know, that Humans came from a planet called Earth. We know, too, that they rode out bravely from star to star and wherever they stopped, they left colonies - Humans, Robots, and sometimes both - against their return. But they never came back.

Those were the shining days of the world. But are we so old now? Humans had a bright flame - the old word is "divine," I think - that flung them far across the night skies, and we have lost the strands of the web they wove.

Our scientists tell us that Humans were very much like us - and the skeleton of a Human is, to be sure, almost the same as the skeleton of a Robot, except that it's made of some calcium compound instead of titanium. They speak learnedly of "population pressure" as a "driving force toward the stars." Just the same, there are other differences.

It was on my last field trip, to one of the inner planets, that I met the Human. He must have been the Last Human in this system, and he'd forgotten how to talk - he'd been alone so long. Once he learned our language, we got along fine together, and I planned to bring him back with me. Something happened to him, though.

One day, for no reason at all, he complained of the heat. I checked his temperature and decided that his thermostat circuits were shot. I had a kit of field spares with me, and he was obviously out of order, so I went to work. I turned him off without any trouble. I pushed the needle into his neck to operate the cut-off switch, and he stopped moving, just like a Robot. But when I opened him up he wasn't the same inside. And when I put him back together I couldn't get him running again. Then he sort of weathered away - and by the time I was ready to come home, about a year later, there was nothing left of him but bones. Yes, Humans are indeed different.

Used by permission of the author.

4. Briefly explain what happened to the Last Human in the last paragraph of this story.

Scale Value	% of Students
0	7.5
1	27.1
2	62.4
No response	3.0

5. What view of humans do the details in this story suggest? Answer in a few sentences, referring to specific details from the story to support your opinion.

Scale Value	% of Students
0	16.6
1	28.3
2	30.3
3	13.6
No response	11.2

6. Would you like to read other stories by Alan Bloch?

YES 43.6 NO 25.2 UNDECIDED 28.4

Explain why or why not.

Scale Value	% of Students
0	9.7
1	4.7
2	35.5
3	29.4
4	14.9
No response	5.8

People have different ideas and feelings about the poems they read. We would like to know <u>your</u> ideas about two poems.

APPARITIONS

by Edwin Varney

Some dark animal
prowls the floor beneath
my bed each night,
haunts the silent corners
beyond the rocks
when the tide goes out
searches for something,
prowls each dark hiding place
snarls fearlessly, unafraid,
arrogant & aggressive,
it lusts for flesh,
for death.

Each night it takes its form
from my dreams,
each night I outwit it,
I hide and run and climb,
I dig in deeper,
doze in fits and starts,
always half awake,
always waiting for a quiet noise,
the sound of a rock falling,
a stick breaking,
a silence too deep to be natural
the sound of breathing, an odor.
So far, I've managed to escape
but I can't go on forever.
If you don't hear from me again,
it's too late.

Used by permission of the author.

7. In your own words, briefly explain the last two lines of the poem:

"If you don't hear from me again,
it's too late."

Scale Value	% of Students
0	5.9
1	22.9
2	57.6
3	7.8
No response	5.8

8. In "Apparitions," the poet refers to "some dark animal." Would the poem be more effective if he identified the animal? Briefly explain why or why not.

Scale Value	% of Students
0	5.1
1	6.4
2	16.7
3	42.0
4	23.1
No response	6.6

9. What do <u>you</u> think the "dark animal" is? Briefly explain your answer.

Scale Value	% of Students
0	7.2
1	40.9
2	23.9
3	20.5
No response	7.3

from THE DOLPHINS

by Geoffrey Lehmann

Walking one evening by the sea I heard
Laughter and splashing and strange voices,
And in an inlet came upon nine dolphins
Leaping and frisking in the stillness,
With moonlight gleaming dully on their bodies.
I listened to their comic mimicry
Of human voices, high-pitched and distorted,
And thought I picked out
Snatches of speech from various languages.
Not just the rudimentary sounds they mimicked,
But also tones, inflexion, quirk of speech.
The voices threatened, laughed, were sad or boastful.
Face down on a shelf of rock I lay
And yearned to stand and cry with arms outstretched,
"I am a man and you are dolphins, let
Us love each other."
But I was afraid.
Bubbles and flakes of phosphorescence.
Hour-long I watched, and now
With voices dwindling in a wake of stillness
They headed out to sea still gossiping.

Exhausted my eyes shut and I woke next day
Amongst red rock and sun and sea-glare.

From "The Dolphins" in Selected Poems by Geoffrey Lehmann. Used by permission of Angus and Robertson Publishers.

10. In your own words, list the qualities of human speech that the poet hears as he listens to the dolphins.

Scale Value	% of Students
0	8.6
1	40.6
2	35.2
No response	15.5

11. What do the details in this poem suggest about the poet's feelings toward the dolphins?

Scale Value	% of Students
0	5.8
1	45.2
2	37.2
No response	11.8

12. Which of these two poems do you prefer?

APPARITIONS 52.2 THE DOLPHINS 36.4

Why? Explain the reasons for your choice. Remember to include specific details and examples from the poems.

Scale Value	% of Students
0	5.2
1	16.2
2	31.9
3	21.2
4	14.1
No response	11.4

Form W Marking Scales Grade 4

Q. HOW DO YOU THINK CASSANDRA DID IN THE CAT SHOW? EXPLAIN THE REASONS FOR YOUR ANSWER.

Basis of the scale: clarity; logic; consistency with story.

%	Rating	Description
10.1	3	Offers a specific and logical prediction which is consistent with the story. Includes a logical explanation. (e.g., "I think she won a prize because her fur looked so nice after Natasha brushed it everyday.")
73.7	2	Offers a specific and logical prediction but includes an explanation which is irrelevant or confusing. ("I think she won because she had three legs.")
11.6	1	Offers a logical but vague prediction without explanation or support. ("I think she did good.")
3.2	0	Irrelevant, illogical or incomprehensible.
1.3	9	No response.

INTERPRETATION PANEL RATING: VERY SATISFACTORY

Rating Scale and Response Distribution for Grade 4:
Predicts Outcome in a Narrative Passage

Q. WOULD YOU LIKE TO HAVE A PERSON LIKE NATASHA FOR A FRIEND? WHY OR WHY NOT? EXPLAIN THE REASONS FOR YOUR ANSWER.

Basis of the scale: clarity; logic; substantiation with details which are consistent with the story.

%	Rating	Description
35.4	3	Makes a clear choice and supports it by identifying at least one relevant quality or characteristic which is consistent with the story.
28.9	2	Makes a clear choice and supports it with an explanation which is consistent with the story, but may be somewhat vague. Reasoning (why this quality would make her a good friend) may be unclear.
30.2	1	Makes a clear choice but supports it with irrelevant, or inappropriate reasons or an extremely broad generalization. (e.g., "because I could do things with her"; "because she is nice.")
4.0	0	Illogical or incomprehensible. May offer only a "yes/no" answer with no support or explanation or simply restate the question.
1.4	9	No response.

INTERPRETATION PANEL RATING: VERY SATISFACTORY

Rating Scale and Response Distribution for Grade 4:
Personal Response to Characters in a Narrative Passage

Q. HOW DOES THE AUTHOR LET YOU KNOW WHAT KIND OF PERSON NATASHA IS?

Basis of the scale: identifies technique or strategy; consistent with story; focuses on character.

%	Rating	Description
32.2	3	Explicitly discusses at least one instance where story detail reveals character. Consistent with story. May include a generalization about the author's strategy. (e.g., "by telling you about....")
32.6	2	Offers a generalization which addresses the question and is consistent with the story but does not include specific references. (e.g., "by telling you how she acts")
24.4	1	EITHER o offers a specific and logical generalization about Natasha but does not provide support or link it to the author's strategy (e.g., "Natasha is a caring, thoughtful, gentle, animal loving girl."), or o recounts an incident involving Natasha but offers no generalization about her and no connection to the question.
6.1	0	Irrelevant, illogical or incomprehensible.
4.7	9	No response.

INTERPRETATION PANEL RATING: VERY SATISFACTORY

Rating scale and response distribution for grade 4.
Makes Inferences about Characters in a Narrative Passage.

Q. WOULD YOU GIVE THIS STORY TO A FRIEND TO READ? WHY OR WHY NOT? EXPLAIN THE REASONS FOR YOUR ANSWER.

Basis of the scale: states and substantiates opinion; offers clear references to the story.

%	Rating	Description
3.4	4	States opinion clearly. Response is elaborated by EITHER two or more reasons, examples or criteria OR an extended and well-developed discussion of one. Includes specific references to the story. Relatively sophisticated.
18.6	3	States opinion clearly. Offers one reason, example or criterion which is clearly related to this particular story, but includes no elaboration. (e.g., "Yes, because it is interesting to learn about a handicapped cat.")
22.1	2	States opinion and gives one or more vague reasons or criteria which demonstrate some relationship to the story but could apply to any number of stories. (e.g., "Yes be[illegible]e my friend likes cats.") May rely on retelling all o[illegible] of the story. (e.g., "Yes, because it is about a g[illegible]ho found....")
52.8	1	Broad, sweeping generalization or opinion offered without support. No specific reference to text. Could apply to almost any piece of writing. (e.g., "It was...good, interesting, boring.")
1.1	0	Irrelevant, illogical or incomprehensible.
2.0	9	No response.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 4:
Personal Evaluation of a Story

Q. FILL IN THE FOLLOWING CHART WITH FACTS ABOUT THE MOLA. YOU DO NOT NEED TO USE COMPLETE SENTENCES. THE FIRST BOX HAS BEEN FILLED IN AS AN EXAMPLE FOR YOU.

Basis of the scale: accuracy; relevance; completeness.

%	Rating	Description
14.0	5	All boxes are completed with accurate, relevant information.
22.7	4	Four of the boxes are completed with accurate, relevant information.
30.3	3	Three of the boxes are completed with accurate, relevant information.
26.4	2	Two of the boxes are completed with accurate, relevant information.
5.2	1	One of the boxes is completed with accurate, relevant information.
0.4	0	Response is attempted, but none of the boxes contains complete and accurate information.
1.0	9	No response.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 4:
Locates/organizes Information from Informative Material

Q. MAKE UP TWO QUESTIONS THAT YOU COULD ASK THE WHALE WHO IS TELLING THIS STORY TO HELP YOU LEARN INTERESTING FACTS ABOUT WHALES.

Basis of the scale: consistency with story; clarity and focus. Need not refer specifically to the story.

%	Rating	Description
57.6	4	Two purposeful and effective questions. Both questions are clear, focused and consistent with story information.
9.8	3	One purposeful and effective question; one vague question. Both questions are consistent with story information; one is focused, the other is somewhat general.
11.8	2	One purposeful and effective question. One question is clear, consistent and focused; the other is unacceptable (illogical, incomprehensible, irrelevant or missing).
11.1	1	One or two vague and unfocused questions. No serious misinterpretation of the selection is apparent. May offer only one question. May ask for information which is clearly presented in the selection. (e.g., "What do you like?" "What don't you like?")
6.0	0	Illogical, incomprehensible or irrelevant.
3.7	9	No response.

INTERPRETATION PANEL RATING: VERY SATISFACTORY

Rating Scale and Response Distribution for Grade 4:
Makes Generalizations from Literary Material

Q. WHY DO YOU THINK THE AUTHOR DECIDED TO HAVE THE WHALE TELL THIS STORY?

Basis of the scale: mentions the development of empathy and interest.

%	Rating	Description
11.2	3	Directly addresses empathy or projection into the story. (e.g., "He wants us to know how the whales feel." "To make you think more.")
64.4	2	Focuses on interest level. (e.g., "It made it more interesting.")
14.3	1	Focuses on author's feelings about whales. (e.g., "Because he likes whales." "Because he doesn't want any more whales killed.")
5.9	0	Irrelevant, illogical or incomprehensible.
4.1	9	No response.

INTERPRETATION PANEL RATING: VERY SATISFACTORY

Rating Scale and Response Distribution for Grade 4:
Infers Author's Intent from Literary Material

Q. WHAT WOULD YOU SAY TO THIS WHALE IF YOU COULD SEND A MESSAGE TO IS? WRITE YOUR ANSWER IN A FEW SENTENCES.

Basis of the scale: projection into the story; consistency with story information; degree of elaboration.

%	Rating	Description
10.3	4	Assumes role and directly addresses the whale. Demonstrates empathy. Clear relationship to story information. Elaborated.
28.6	3	Describes an elaborated message which is related to story information but EITHER does not address the whale directly OR does not demonstrate empathy (e.g., asks functional questions).
36.5	2	Clearly related to story information, but very brief. (Typically, one sentence.)
14.7	1	Message is somewhat difficult to interpret and may be only vaguely related to the story.
3.7	0	Irrelevant, illogical or incomprehensible.
6.2	9	No response.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 4:
Personal Response to Literary Material

Q. THE POET REFERS TO HER PET AS A "MYSTERY TOMCAT." WHAT IS THE MYSTERY?

Basis of the scale: logic; clarity.

%	Rating	Description
28.1	2	Offers a clear, logical explanation (e.g., "What her cat wants." "What he likes").
9.6	1	Offers an indirect explanation which indicates understanding of the poem but lacks clarity (e.g., "The mystery of the story is that the cat wants some food or something to eat." "I think the mystery is the cat wanting dinner.")
52.5	0	Irrelevant, illogical or incomprehensible. May quote irrelevant lines from poem without explanation (e.g., "The mystery was a cat." "She doesn't tell you what he looks like." "Off again like a black motorbike.")
9.8	9	No response.

INTERPRETATION PANEL RATING: MARGINALLY SATISFACTORY

Rating Scale and Response Distribution for Grade 4:
Infers Author's Intent in a Poem

Q. DO YOU THINK THE POET LIKES HIS DOG? WHY OR WHY NOT? EXPLAIN THE REASONS FOR YOUR ANSWER.

Basis of the scale: substantiation of opinion; logic and consistency with text.

74.2	Yes
20.0	No

%	Rating	Description
52.8	3	Answers, "Yes" and offers relevant direct or indirect evidence from the text. Often simply quotes the last line but may develop inferences from other parts of the poem.
16.9	2	Answers "Yes" and goes outside the text for support. (e.g., "If he didn't want the dog he would get rid of it.")
19.6	1	Answers "No" but provides evidence or inferences based on the poem. ("I think he doesn't because the dog is so lazy, fat, and always smelly and so clumsy.")
5.1	0	Irrelevant, illogical or incomprehensible. May misinterpret the question. (e.g., "I like it because it is long and about an animal.")
5.6	9	No response.

INTERPRETAITON PANEL RATING: VERY SATISFACTORY

Rating Scale and Response Distribution for Grade 4:
Infers Author's Attitude in a Poem

Q. WHICH OF THESE TWO POEMS DO YOU LIKE BETTER? WHY? EXPLAIN THE REASONS FOR YOUR CHOICE IN A FEW SENTENCES.

Basis of the scale: substantiation of opinion; specification of criteria; relationship to poem.

19.8 Catnip the Mystery Tomcat
72.7 My Dog He is an Ugly Dog

%	Rating	Description
3.1	4	Response is elaborated by EITHER two or more reasons, examples or criteria OR an extended and well-developed discussion of one. Includes specific references to at least one of the poems. May focus on comparisons between the two poems.
20.5	3	Offers one clear and appropriate reason, example or criterion but no elaboration. Includes specific reference to at least one of the poems. (e.g., "Because it gives a good picture of a funny-looking dog.")
51.4	2	Offers one or more reasons which demonstrate some awareness of the text but lacks insight or interpretation. Often focuses on topic to the exclusion of other qualities. May be vague or rely on paraphrasing the poem. No effective elaboration. (e.g., "I don't like cats." "It's about a funny-looking dog.")
14.9	1	Broad, sweeping generalizations which could refer to almost any poems. No explanation or direct references to the poem(s). (e.g., "It was...boring, interesting, good, stupid.)
2.4	0	Irrelevant, illogical or incomprehensible.
7.8	9	No response.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 4:
Personal Evaluation of Poetry

Form W Marking Scales Grade 7

Q. WHY WAS BLAINE LATE FOR DINNER?

Basis of the scale: clarity; logic; consistency with the text.

%	Rating	Description
80.3	2	Makes a clear and logical inference which is consistent with the text. (Most often "Because he was playing with the dog" or similar.)
14.9	1	Vague or incomplete, but not at variance with the text.
4.2	0	Irrelevant, illogical or incomprehensible.
0.5	9	No response.

INTERPRETATION PANEL RATING: STRONG

Rating Scale and Response Distribution for Grade 7:
Makes Inference in a Literary Passage

Q. HOW DO YOU THINK BLAINE FELT WHEN HE HEARD THE DOG AT THE DOOR? WHY? EXPLAIN THE REASONS FOR YOUR ANSWER.

Basis of the scale: logic; degree of substantiation; consistency with the text. (i.e., infers that Blaine is apprehensive.)

%	Rating	Description
66.2	2	Specifies an emotion/response such as "afraid/scared/nervous/panicky" and supports it with at least one logical reason or relevant quotation.
24.1	1	Offers an appropriate answer to one part of the question. That is, EITHER specifies an appropriate emotion/response without an effective explanation OR offers an explanation or quotation without interpretation.
7.9	0	Irrelevant, illogical or incomprehensible.
1.9	9	No response.

INTERPRETATION PANEL RATING: VERY SATISFACTORY

Rating Scale and Response Distribution for Grade 7:
Makes/substantiates Inferences in a Literary Passage

Q. HOW DO YOU THINK GRANDFATHER FELT WHEN THE DOG CAME RUNNING INTO THE KITCHEN AND PUT HER HEAD ON BLAINE'S KNEE? WHY? EXPLAIN THE REASONS FOR YOUR ANSWER.

Basis of the scale: logic; degree of substantiation; consistency with the text. (i.e., infers that Grandfather is sympathetic.)

%	Rating	Description
43.6	2	Specifies an emotion/response such as "sympathetic/understanding/happy" and supports it with at least one logical reason or relevant quotation.
45.2	1	Offers an appropriate answer to one part of the question. That is, EITHER specifies an appropriate emotion/response without an effective explanation OR offers an explanation or quotation without interpretation (e.g., "He remembered what it was like to be thirteen").
8.6	0	Irrelevant, illogical or incomprehensible.
2.6	9	No response.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 7:
Makes/substantiates Inferences in a Literary Passage

Q. WHAT DID YOU LEARN ABOUT BLAINE FROM READING THIS STORY? EXPLAIN YOUR ANSWER. REMEMBER TO INCLUDE EXAMPLES AND DETAILS FROM THE STORY.

Basis of the scale: insight; elaboration; consistency with text; number of qualities or dimensions addressed.

%	Rating	Description
14.3	4	Addresses at least two qualities and includes some interpretation of Blaine's character or personality. Insightful. Elaborated with evidence from the passage. Interpretation is consistent with the text.
24.9	3	Addresses one quality or dimension. May focus on a literal interpretation. Provides evidence and is consistent with the text.
37.8	2	Identifies one or more qualities which are consistent with the text but offers no direct relevant evidence. Often only one sentence, or a short list of qualities but may be long and vague. (Sometimes a literal summary of the entire passage is offered but no relationship with the qualities listed is established.) Consistent with the text.
6.6	1	Interpretation is flawed. Some parts are consistent with text; others are not. May or may not be elaborated.
10.8	0	Irrelevant, illogical or incomprehensible.
5.6	9	No response.

INTERPRETATION PANEL RATING: VERY SATISFACTORY

Rating Scale and Response Distribution for Grade 7:
Makes/substantiates Inferences about Character in a Literary Passage

Q. THIS PASSAGE IS FROM A BOOK CALLED BLAINE'S WAY. DO YOU THINK YOU WOULD ENJOY READING THIS BOOK? WHY? EXPLAIN THE REASONS FOR YOUR ANSWER.

Basis of the scale: support and elaboration; specification of criteria; clear references to the story.

47.9	Yes
22.9	No
28.7	Can't Decide

%	Rating	Description
4.2	4	Response is elaborated by EITHER two or more reasons, examples or criteria OR an extended and well-developed discussion of one. Includes specific references to the story.
15.7	3	Offers one reason, example or criterion but no elaboration. Includes specific reference to the story.
33.7	2	Offers one or more reasons which demonstrate some awareness of the text. (e.g., "Yes, because my friend likes dogs"). May be vague or rely on retelling the passage.
43.0	1	Broad, sweeping generalization offered without support or reference to the passage. Could refer to almost any story. (e.g., "It was...good, interesting, boring....")
1.1	0	Irrelevant, illogical or incomprehensible.
2.3	9	No response.

INTERPRETATION PANEL RATING: MARGINALLY SATISFACTORY

Rating Scale and Response Distribution for Grade 7:
Personal Response to a Literary Passage

Q. WHAT TWO QUESTIONS COULD YOU ASK DENIS ROBILLARD TO HELP YOU LEARN MORE ABOUT HIS VIEWS ON OVERCOMING PREJUDICE?

Basis of the scale: clarity and focus; logic; consistency with the passage.

%	Rating	Description
26.5	4	Two effective questions. Both are clear, focused and could logically lead to a clearer understanding of the author's ideas. Consistent with the text.
28.5	3	One effective question; one vague. Both questions are consistent with the text but while one is focused and could lead to a clearer understanding of the author's ideas, the other is somewhat vague.
14.0	2	One effective question; one unacceptable. One question is clear, consistent, focused and could lead to a better understanding of the author's ideas; the other is irrelevant, illogical or incomprehensible. (May offer only one question.)
18.4	1	One or two vague questions. Vague and unfocused but no serious misinterpretation of the passage is apparent. May offer only one question. May ask for information which is clearly presented in the selection.
5.5	0	No relevant, logical question is posed.
7.1	9	No response.

INTERPRETATION PANEL RATING: VERY SATISFACTORY

Rating Scale and Response Distribution for Grade 7:
Generates Questions to Determine Author's Ideas

Q. THE AUTHOR WROTE THIS ARTICLE FOR TEEN GENERATION, A MAGAZINE FOR CANADIAN TEENAGERS. DO YOU THINK TEENAGERS WOULD FIND THIS ARTICLE INTERESTING? WHY OR WHY NOT? GIVE REASONS FOR YOUR ANSWER.

Basis of the scale: clear statement of opinion; support and elaboration; acknowledges audience; specification of criteria; references to the passage.

%	Rating	Description
15.6	4	Makes a clear statement of opinion which focuses on audience. Response is elaborated by EITHER two or more reasons, examples or criteria OR an extended and well-developed discussion of one. Includes specific references to the passage.
34.8	3	Makes a clear statement of opinion which focuses on audience. Offers one reason, example or criterion but no elaboration. Includes specific reference to the passage.
41.3	2	Offers a clear statement of opinion which focuses on audience and gives one or more reasons which demonstrate some awareness of the text. May be vague or rely on paraphrasing the passage.
5.9	1	Broad, sweeping generalization(s) offered without support or reference to the selection. Could refer to almost any passage. (e.g., "It had good ideas.")
0.5	0	Irrelevant, illogical or incomprehensible.
2.0	9	No response.

INTERPRETATION PANEL RATING: VERY SATISFACTORY

Rating Scale and Response Distribution for Grade 7:
Substantiates Personal Opinion

Q. DO YOU THINK THIS ARTICLE MIGHT CONVINCE SOME TEENAGERS TO BE LESS PREJUDICES? WHY OR WHY NOT? GIVE REASONS FOR YOUR ANSWER.

Basis of the scale: clear statement of opinion; support and elaboration; acknowledges audience; specification of criteria; references to the passage.

%	Rating	Description
13.1	4	Makes a clear statement of opinion which acknowledges the audience. Response is elaborated by EITHER two or more reasons, examples or criteria OR an extended and well-developed discussion of one. Includes specific references to the passage.
32.3	3	Makes a clear statement of opinion which acknowledges the audience. Offers one reason, example or criterion but no elaboration. Includes specific reference to the passage.
42.6	2	Offers a clear statement of opinion and gives one or more reasons which demonstrate some awareness of the text. May be vague or rely on paraphrasing the passage. May omit direct mention of audience.
8.2	1	Broad, sweeping generalization offered without support or reference to the selection. Could refer to almost any passage. (e.g., "It had good ideas.")
0.6	0	Irrelevant, illogical or incomprehensible.
3.3	9	No response.

INTERPRETATION PANEL RATING: VERY SATISFACTORY

Rating Scale and Response Distribution for Grade 7:
Substantiates Personal Opinion

Q. WHICH OF THESE TWO POEMS DO YOU PREFER? WHY? EXPLAIN THE REASONS FOR YOUR CHOICE. REMEMBER TO INCLUDE SPECIFIC DETAILS AND EXAMPLES FROM THE POEMS.

Basis of the scale: substantiation of opinion; specification of criteria; relationship to poem(s).

50.4 The Pitcher
45.0 On Eagle's Wings

%	Rating	Description
16.5	4	Response is elaborated by EITHER two or more reasons, examples or criteria OR an extended and well-developed discussion of one. Includes specific references to at least one of the poems. May focus on comparisons between the two poems.
28.2	3	Offers one clear and appropriate reason, example or criterion but no elaboration. Includes specific references to at least one of the poems.
45.3	2	Offers one or more reasons which demonstrate some awareness of the text but lacks insight or interpretation. Often focuses on topic to the exclusion of other qualities. May be vague or rely on paraphrasing the poem. No effective elaboration. (e.g., "I don't like baseball." or "It's about a diver who feels like an eagle.")
5.2	1	Broad, sweeping generalizations which could refer to almost any poems without explanation or direct references to the poem(s) (e.g., "It was...boring, interesting, good, stupid).
0.5	0	Irrelevant, illogical or incomprehensible.
4.4	9	No response.

INTERPRETATION PANEL RATING: VERY SATISFACTORY

Rating Scale and Response Distribution for Grade 7:
Personal Evaluation of Poetry

Q. IN THIS POEM, WHO OR WHAT IS BEING COMPARED TO AN EAGLE?

Basis of the scale: specificity; consistency with text.

%	Rating	Description
19.0	2	Specific (mentions diving) and consistent with text (e.g., "A diver" or "The poet when he is diving").
59.0	1	General but consistent with text (e.g., "The poet" or "The person in the poem").
19.2	0	Illogical, irrelevant or incomprehensible.
2.7	9	No response.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 7:
Interprets Poetic Language

Q. AT THE END OF THE POEM, WHY DOES THE BATTER MISS THE BALL?

Basis of the scale: specificity; consistency with text.

%	Rating	Description
56.9	2	Specific and consistent with text (e.g., "The batter was fooled by a curve ball.")
31.5	1	General but consistent with text (e.g., "The batter was fooled." "The batter missed the ball.") May over-interpret (e.g., "The batter struck out.")
9.2	0	Illogical, irrelevant or incomprehensible.
2.4	9	No response.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 7:
Interprets Poetic Language

Q. WHAT KIND OF A PERSON WAS DAVID? WHAT WAS IT ABOUT THE STORY THAT LED YOU TO DESCRIBE DAVID THE WAY YOU DID?

Basis of the scale: identification of appropriate character trait; degree of substantiation with reference to text. Note that question explicitly requires reference to text ("What was it about the story....").

%	Rating	Description
14.0	4	Attempts to portray more than one dimension of character in a logical and coherent fashion. Evidence is clearly related to the story. (e.g., "David is independent, mature and considerate. He shows his independence when.... You can tell he is mature because.... He is considerate to his mother when he....")
20.0	3	One or more character traits are identified with two or more pieces of evidence clearly related to the story. Presentation is clear and logical, but tends to focus exclusively on one aspect of character.
40.3	2	One or more character traits are identified and one or two reasons or pieces of relevant evidence are given. Relationship to text may require some inference on the part of the reader.
17.7	1	Character trait(s) identified without substantiation from text. May omit evidence entirely, or offer circular evidence, vague reasons, or misinterpretation of the text.
5.8	0	Does not identify character trait.
2.1	9	No response.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 7:
Makes Inferences about Character in a Literary Passage

Q. HOW DO YOU THINK THE AUTHOR INTENDS YOU TO FEEL ABOUT DAVID?

Basis of the scale: recognition that nature of portrayal is deliberate; consistent with text. Note that this question does not require students to substantiate their answer.

%	Rating	Description
77.6	3	Answers directly in terms of reader's affective response. Consistent with text. May be one word (e.g., "compassionate"). Need not demonstrate a high level of sophistication (e.g., "be on his side").
6.8	2	Answers in terms of reader's response, but may be expressed indirectly or in cognitive terms (e.g., "He wants you to think that...") rather than as an attitude or emotion. May attempt to answer in terms of theme.
8.2	1	Attempts to address the question but either: (a) response is clearly not consistent with text (e.g., "to despise him"); or (b) fails to directly indicate an attitude or response.
3.6	0	Does not address the question. No apparent recognition of intent on the part of the author or effect on the reader.
3.8	9	No response.

INTERPRETATION PANEL RATING: STRONG

Rating Scale and Response Distribution for Grade 7:
Infers Author's Attitude toward a Character in a Literary Passage

Form W Marking Scales Grade 10

Q. WHAT PICTURE OF TESSIE BISHOP AND HER LIFE DID YOU FORM AS YOU READ THIS PASSAGE? IN A FEW SENTENCES, DESCRIBE YOUR IDEAS AND CONCLUSIONS ABOUT TESSIE BISHOP AND HER LIFE. GIVE EXAMPLES AND DETAILS FROM THE SELECTION TO SUPPORT YOUR CONCLUSIONS.

Basis of the scale: insight; elaboration; consistency with text; number of qualities or characteristics.

%	Rating	Description
8.1	4	Insightful. Presents a multi-dimensional picture which deals with both character traits and role/situation. Makes logical inferences elaborated with evidence from the passage. Interpretation is consistent with the text.
21.9	3	Mentions at least two qualities or characteristics of Tessie and her life. At least one of these must deal with character. Includes some inference, supported by evidence from the text, but may lack insight or maturity. Consistent with the text.
45.9	2	Identifies one or more qualities which are logical in terms of the text but may omit relevant evidence. Interpretation may be literal, focusing exclusively on Tessie's appearance and situation. (e.g., "She is old and poor. She used to have money and live in an apartment, but when the money ran out she moved to a lodge.") May be only one sentence, or a short list of qualities. Generally consistent with the text but may include some over-interpretation. (e.g., "I think she is a widow.")
15.6	1	Interpretation is flawed. Some parts are clearly at variance with the text; others are not. May or may not be elaborated.
5.8	0	Irrelevant, illogical or incomprehensible.
2.8	9	No response.

INTERPRETATION PANEL RATING: SATISFACTORY+

Rating Scale and Response Distribution for Grade 10:
Makes Inferences about Character and Role/situation in a Literary Passage

Q. COMPLETE THE FOLLOWING CHART WITH INFORMATION FROM THIS SELECTION. THE FIRST ROW HAS BEEN FILLED IN AS AN EXAMPLE.

Basis of the scale: this item is designed to assess students' ability to locate relevant information to complete a chart.

Score 2 points for each complete and accurate "Description." Assign 1 mark if vague or incomplete, or where some irrelevant information is included. Where a great deal of irrelevant information is included with a vague or incomplete answer, the response should be scored as 0.

Score 1 point for each accurate identification of "When [a marketing strategy is] used." No part marks.

Score 9 if there is no response.

Percent	Rating
26.4	6
22.5	5
18.1	4
9.7	3
7.8	2
4.2	1
4.0	0
7.3	9

INTERPRETATION PANEL RATING: VERY SATISFACTORY

Rating Scale and Response Distribution for Grade 10:
Locates and Organizes Information is an Informative Passage

Q. IMAGINE THAT YOU HAVE DEVELOPED A NEW BOARD GAME FOR TEENAGERS AND ADULTS

BRIEFLY OUTLINE HOW YOU COULD USE MARKET RESEARCH TO INCREASE YOUR CHANCES OF SUCCESS. YOU MAY ANSWER IN POINT-FORM IF YOU WISH.

Basis of the scale: logical; consistent with text; number of strategies outlined. Focus on market research rather than marketing or advertising.

Note. Three types of market research are described in the passage: market tests; consumer surveys and consumer panels. In answering this question, a student could present two or more strategies for using one type of research (e.g., Two consumer panels made up of different kinds of people.)

%	Rating	Description
5.7	4	Comprehensive and elaborated. Includes all three types of market research (panels, surveys and market tests). Strategies presented are logical and relevant. Consistent with text.
13.8	3	Three or more logical strategies are presented, but there may be little elaboration. Need not include all three types of market research (i.e., may suggest three consumer panels). Consistent with text.
37.5	2	One or two logical strategies are presented with some explanation. Consistent with text.
21.1	1	One or two strategies without elaboration or explanation. May combine logical suggestions with some irrelevant material or misinterpretation of text (e.g., may identify and explain one appropriate research strategy; then, describe an advertising campaign).
11.0	0	Irrelevant, illogical or incomprehensible.
10.8	9	No response.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 10:
Uses Information in Problem Solving

Q. BRIEFLY EXPLAIN WHAT HAPPENED TO THE LAST HUMAN IN THE LAST PARAGRAPH OF THIS STORY.

Basis of the scale: explains that he was accidentally killed when the Robot tried to fix him (as if he were a machine).

%	Rating	Description
62.4	2	Complete and consistent with text.
27.1	1	Consistent with text but unelaborated (e.g., "He died." or "He decayed because he was dead.")
7.5	0	Irrelevant, illogical or incomprehensible.
3.0	9	No response.

INTERPRETATION PANEL RATING: VERY SATISFACTORY

Rating Scale and Response Distribution for Grade 10:
Infers Outcome in a Literary Passage

Q. WHAT VIEW OF HUMANS DO THE DETAILS IN THIS STORY SUGGEST? ANSWER IN A FEW SENTENCES, REFERRING TO SPECIFIC DETAILS FROM THE STORY TO SUPPORT YOUR OPINION.

Basis of the scale: insight; consistency with text; elaboration or support.

%	Rating	Description
13.6	3	Insightful and elaborated with evidence from the story. Interpretation is logical and consistent with the text.
30.3	2	Logical and consistent with the text, but not effectively elaborated or supported.
28.3	1	Weak, unsupported interpretation, but not at variance with the text.
16.6	0	Irrelevant, illogical or incomprehensible.
11.2	9	No response.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 10:
Makes/substantiates Inferences in a Literary Passage

Q. WOULD YOU LIKE TO READ OTHER STORIES BY ALAN BLOCH? EXPLAIN WHY OR WHY NOT.

43.6	Yes
25.2	No
28.4	Undecided

Basis of the scale: support and elaboration; specification of criteria; clear references to the story.

%	Rating	Description
5.8	4	Response is elaborated by EITHER two or more reasons, examples or criteria OR an extended and well-developed discussion of one. Includes specific references to the story.
14.9	3	Offers one appropriate reason, example or criterion but no effective elaboration or development. Clearly relates to this particular story.
29.4	2	Offers one or more reasons which demonstrate some awareness of the text ("Yes, because I like science fiction"). No effective elaboration. May be vague or rely on retelling the story.
35.5	1	Broad, sweeping generalization offered without support or reference to the passage. Could refer to almost any story. (e.g., "It was...good, interesting, boring....")
4.7	0	Irrelevant, illogical or incomprehensible.
9.7	9	No response.

INTERPRETATION PANEL RATING: MARGINALLY SATISFACTORY

Rating Scale and Response Distribution for Grade 10:
Personal Response to Literature

Q. IN YOUR OWN WORDS, BRIEFLY EXPLAIN THE LAST TWO LINES OF THE POEM: "IF YOU DON'T HEAR FROM ME AGAIN, IT'S TOO LATE."

Basis of the scale: logic; consistency with text; level of interpretation.

%	Rating	Description
7.8	3	Offers a clear interpretation which is consistent with text and demonstrates some depth. (e.g., "He will lose the struggle with his fears.")
57.6	2	Offers a clear, literal interpretation which is consistent with text. (e.g., "The monster under his bed will have already killed him.")
22.9	1	Offers a vague interpretation which is consistent with the text. (e.g., "Something bad will have happened to him.")
5.9	0	Irrelevant, illogical or incomprehensible.
5.8	9	No response.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 10:
Interprets Poetic Language

Q. In "Apparitions," the poet refers to "some dark animal." Would the poem be more effective if he identifed the animal? Briefly explain why or why not.

Basis of the scale: recognition of effect on reader; quality of reasoning; sophistication. Most often, responses at levels 3 and 4 support the poet's choice while those at level 2 do not.

%	Rating	Description
23.1	4	Focuses on the reader's empathy/projection into the situation. Relatively sophisticated. (e.g., "This way, your imagination makes the animal into something that frightens you. Then you can understand how he feels.")
42.0	3	Focuses on the development of interest, suspense or mystery, but does not address the reader's empathy/identification.
16.7	2	Focuses on the reader's ability to visualize the poet's "animal" and understand (at a literal level) the poem.
6.4	1	Vague. No clear explanation, but not at variance with the text.
5.1	0	Irrelevant, illogical or incomprehensible.
6.6	9	No response.

INTERPRETATION PANEL RATING: VERY SATISFACTORY+

Rating Scale and Response Distribution for Grade 10:
Evaluates Author's Intent in a Poem

Q. WHAT DO YOU THINK THE "DARK ANIMAL" IS? BRIEFLY EXPLAIN YOUR ANSWER.

Basis of the scale: logic; consistency with text; level of interpretation.

%	Rating	Description
20.5	3	A clear interpretation which is consistent with text and demonstrates some depth. (e.g., "Horrible memories and fears that he can't get out of his mind at night.")
23.9	2	A clear interpretation which is consistent with text but lacks depth or insight. (e.g., "An imaginary monster.") May paraphrase parts of the poem.
40.9	1	A literal interpretation in which the explanation is supported by clear references to the text (e.g., "A panther because of the way it prowls and snarls.")
7.2	0	Irrelevant, illogical or incomprehensible.
7.3	9	No response.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 10:
Interprets Poetic Language

Q. IN YOUR OWN WORDS, LIST THE QUALITIES OF HUMAN SPEECH THAT THE POET HEARS AS HE LISTENS TO THE DOLPHINS.

Basis of the scale: consistency with the text; integration of details; completeness.

%	Rating	Description
35.2	2	Integrates/paraphrases details from the text to describe one or more qualities of speech.
40.6	1	Lists relevant words or phrases from the text without explanation or generalization.
8.6	0	Irrelevant, illogical or incomprehensible.
15.5	9	No response.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 10:
Selects and Integrates/paraphrases Details in a poem

Q. WHAT DO THE DETAILS IN THIS POEM SUGGEST ABOUT THE POET'S FELLINGS TOWARD THE DOLPHINS?

Basis of the scale: insight; consistency with text; elaboration or support.

%	Rating	Description
37.2	2	Insightful. Interpretation is logical and consistent with the text.
45.2	1	Vague and unsupported, but not at variance with the text.
5.8	0	Irrelevant, illogical or incomprehensible.
11.8	9	No response.

INTERPRETATION PANEL RATING: SATISFACTORY+

Rating Scale and Response Distribution for Grade 10:
Infers Author's Attitude in a Poem

Q. WHICH OF THESE TWO POEMS DO YOU PREFER? WHY? EXPLAIN THE REASONS FOR YOUR CHOICE. REMEMBER TO INCLUDE SPECIFIC DETAILS AND EXAMPLES FROM THE POEMS.

Basis of the scale: substantiation of opinion; specification of criteria; relationship to poem(s).

52.2 Apparations
36.4 The Dolphins

%	Rating	Description
14.1	4	Response is elaborated by EITHER two or more reasons, examples or criteria OR an extended and well-developed discussion of one. Includes specific references to at least one of the poems. May focus on comparisons between the two poems but need not discuss both poems.
21.2	3	Offers one appropriate reason, example or criterion but no effective elaboration or development. (May include some attempt at elaboration.) Includes specific references to at least one of the poems. Need not deal with both poems.
31.9	2	Offers one or more reasons which demonstrate some awareness of at least one of the poems but lacks insight or interpretation. Often focuses on topic to the exclusion of other qualities. May be vague or rely on paraphrasing the poem. No effective elaboration. (e.g., "I like dolphins." or "It's about something mysterious.") No effective elaboration although some may be attempted.
16.2	1	Broad, sweeping generalization offered without support or reference to the passage. Could refer to almost any piece of writing. (e.g., "It was...good, interesting, boring.")
5.2	0	Irrelevant, illogical or incomprehensible.
11.4	9	No response.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 10:
Personal Evaluation of Poetry

APPENDIX C

WRITTEN EXPRESSION: TEST FORMS (E AND S) WITH RESPONSE DISTRIBUTIONS

APPENDIX C

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Form E Booklets Grade 4

STUDENT BACKGROUND

Please CIRCLE the letter of the correct choice for each of the questions on this page. Ask your teacher for help if you do not understand the questions.

1. What is your gender?

49 A. Male.
50 B. Female.

2. Do you sometimes go to learning assistance for special help?

18 A. Yes.
81 B. No.

3. Have you ever attended English as a Second Language (ESL) classes?

6 A. Yes.
93 B. No.

4. What language do you now speak most often at home?

89 A. English.
10 B. Another language.

5. About how many books are there in your home?

5 A. 0 to 24.
19 B. 25 to 99.
28 C. 100 to 249.
47 D. 250 or more.

OPINIONS ABOUT WRITING

People have different feelings about writing. We are interested in your opinions. How much do you agree or disagree with each of the following statements? (Remember, there are no "correct" answers in this section.) For each of the following statements, circle the letter which is closest to your opinion.

	STRONGLY AGREE	AGREE	CAN'T DECIDE	DISAGREE	STRONGLY DISAGREE
1. It's fun to send letters to my friends.	A 30	B 47	C 16	D 5	E 1
2. I only write something when I have to.	A 5	B 10	C 9	D 41	E 34
3. Almost anything is more fun than writing.	A 7	B 11	C 25	D 32	E 23
4. Sometimes, when I'm upset, it helps to put my feelings down on paper.	A 18	B 26	C 20	D 22	E 14
5. I feel good when I finish a piece of writing.	A 40	B 39	C 13	D 5	E 2
6. Writing a diary or a journal is a waste of time.	A 6	B 6	C 14	D 31	E 41
7. The most interesting activities I do in my school classes involve writing.	A 22	B 33	C 21	D 15	E 7
8. Writing stories and reports is usually boring.	A 7	B 8	C 15	D 33	E 35
9. Sometimes it's fun to write something just for myself and not show it to anyone.	A 34	B 36	C 14	D 9	E 5
10. I never enjoy writing anything.	A 2	B 2	C 7	D 27	E 60

WRITING STRATEGIES

Writers use many different ways of planning, writing and changing or correcting their work. We are interested in the ways you use. Read each of the items below carefully. Then circle the letter which describes how often you do it.

BEFORE YOU BEGIN TO WRITE, HOW OFTEN DO YOU DO EACH OF THE FOLLOWING?	MOST OF THE TIME	ABOUT HALF OF THE TIME	ONCE IN A WHILE	HARDLY EVER
1. Write your ideas on a piece of paper (for example, make a list or a web).	A 24	B 20	C 34	D 22
2. Group your ideas in some way (for example, outline, classify, cluster).	A 22	B 26	C 31	D 20
3. Make pictures (or images) in your mind.	A 61	B 19	C 13	D 6
4. Work with others to get ideas (for example, brainstorming, discussing).	A 28	B 29	C 29	D 13
5. Think about the person or people who will be reading your work.	A 30	B 23	C 23	D 22

WHEN YOU ARE WRITING YOUR FIRST COPY (OR FIRST DRAFT), HOW OFTEN DO YOU DO EACH OF THE FOLLOWING?	MOST OF THE TIME	ABOUT HALF OF THE TIME	ONCE IN A WHILE	HARDLY EVER
1. Change your ideas about the topic after you start to write.	A 18	B 22	C 31	D 28
2. Talk to your teacher or to other students about what you are writing.	A 23	B 25	C 28	D 22
3. Think about the person or people who will be reading your work.	A 27	B 23	C 26	D 22
4. Throw out your work and start again.	A 8	B 10	C 28	D 49

AFTER YOU HAVE WRITTEN YOUR FIRST COPY (DRAFT), HOW OFTEN DO YOU DO EACH OF THE FOLLOWING?	MOST OF THE TIME	ABOUT HALF OF THE TIME	ONCE IN A WHILE	HARDLY EVER
1. Change words or sentences.	A 36	B 28	C 27	D 7
2. Add ideas or information.	A 38	B 30	C 23	D 7
3. Take out parts you don't like.	A 31	B 24	C 29	D 14
4. Move sentences or paragraphs.	A 11	B 19	C 29	D 39
5. Change most of what you have written.	A 8	B 11	C 26	D 53
6. Ask your teacher for help.	A 16	B 22	C 40	D 20
7. Work with other students to improve the piece of writing.	A 19	B 23	C 30	D 27
8. Think about the person or people who will be reading your work.	A 25	B 22	C 27	D 24
9. Check for errors and make corrections.	A 58	B 23	C 13	D 4
10. Copy your work without making any corrections.	A 13	B 13	C 18	D 53

TO THE STUDENT

- Today you are being asked to complete <u>one</u> piece of writing. You will be given <u>two</u> topics to choose from.
- Your writing will be read and discussed by a team of teachers who don't know you but who are really interested in your ideas and the way you write.
- You will have to work on your own to get ideas, make changes (edit), and check over (proofread) your work. You may not ask other students for help.
- You will have only 45 minutes to complete your writing. No extra time will be allowed, so save the last ten minutes for making changes and corrections.
- Write clearly and carefully so that teachers who don't know you will be able to read your work easily.

DIRECTIONS

1. Carefully read the two topics on the next page.
2. Decide which <u>one</u> of the topics you would most like to write about today.
3. Write your the topic you choose at the top of page 8.
4. Spend a few minutes planning and organizing your ideas. You can use the blank pages to make notes about your ideas.
5. Write your work on the lined pages. Your writing should be in sentences and organized into paragraphs. Use every <u>other</u> line for writing so that you will have room to make changes and corrections.
6. You will <u>not</u> have time to write a good (published) copy so make your corrections and changes on your draft. It is all right to cross out or add words and to use arrows to move words around.

CHOOSE ONE TOPIC

Topic 1: All About Yourself

What news! The notice in your school newspaper says, "Contest! One Lucky Grade Four Student Will Win a Free Trip to Disneyland." To win the contest, you must write telling all about yourself.

DIRECTIONS: Write one or more paragraphs telling all about yourself. You can include some of the ideas below, if they help you.

...your family

...what you like in school

...your favourite food

...your pets

...your friends

...your favourite hobbies

...the way you look

...sports you enjoy

...things that happened to you when you were younger

...things that you would like to do when you are older

Topic 2: The Box

THE BOX

One day, two children who were out walking on the road found a box.

"I am sure there must be something interesting in this box," one said to the other; but however much they turned it, and however much they twisted it, they were not able to get it open.

When they had walked a bit farther, they found a tiny key. They thought what fun it would be if the key could open the box. When they put the key into the keyhole and turned it, "Snap!" went the lock and the box was open.

Surprise! There was something inside the box....

DIRECTIONS: Write your own ending to this story. What do you think happens next? What was inside the box? What do the children do?

Spend a little bit of time thinking about the ideas you might use. You might want to begin by making some notes if you think that will help you.

WHAT ARE YOU GOING TO WRITE ABOUT TODAY?

YOU MAY USE THIS SPACE FOR PLANNING AND MAKING NOTES ABOUT YOUR IDEAS.

If you need more space, you may use any page that does not have lines.

WRITE YOUR FINISHED WORK ON THE LINED PAGES.

Form E Booklets Grade 7

STUDENT BACKGROUND

Please CIRCLE the letter of the correct choice for each of the questions on this page. Ask your teacher for help if you do not understand the questions.

1. What is your gender?

50 A. Male.
49 B. Female.

2. Do you sometimes go to learning assistance for special help?

10 A. Yes.
89 B. No.

3. Have you ever attended English as a Second Language (ESL) classes?

6 A. Yes.
93 B. No.

4. What language do you now speak most often at home?

92 A. English.
8 B. Another language.

5. About how many books are there in your home?

4 A. 0 to 24.
16 B. 25 to 99.
31 C. 100 to 249.
49 D. 250 or more.

OPINIONS ABOUT WRITING

People have different feelings about writing. We are interested in your opinions. How much do you agree or disagree with each of the following statements? (Remember, there are no "correct" answers in this section.) For each of the following statements, circle the letter which is closest to your opinion.

	STRONGLY AGREE	AGREE	CAN'T DECIDE	DISAGREE	STRONGLY DISAGREE
1. It's fun to send letters to my friends.	A	B	C	D	E
	23	49	16	10	2
2. I only write something when I have to.	A	B	C	D	E
	4	15	9	51	21
3. Almost anything is more fun than writing.	A	B	C	D	E
	6	12	21	44	17
4. Sometimes, when I'm upset, it helps to put my feelings down on paper.	A	B	C	D	E
	14	24	17	27	17
5. I feel good when I finish a piece of writing.	A	B	C	D	E
	27	43	19	8	3
6. Writing a diary or a journal is a waste of time.	A	B	C	D	E
	9	13	20	36	22
7. The most interesting activities I do in my school classes involve writing.	A	B	C	D	E
	11	29	22	27	11
8. Writing stories and reports is usually boring.	A	B	C	D	E
	7	14	17	43	19
9. Sometimes it's fun to write something just for myself and not show it to anyone.	A	B	C	D	E
	25	42	14	14	6
10. I never enjoy writing anything.	A	B	C	D	E
	2	3	8	40	47

WRITING STRATEGIES

Writers use many different ways of planning, writing and changing or correcting their work. We are interested in the ways you use. Read each of the items below carefully. Then circle the letter which describes how often you do it.

BEFORE YOU BEGIN TO WRITE, HOW OFTEN DO YOU DO EACH OF THE FOLLOWING?	MOST OF THE TIME	ABOUT HALF OF THE TIME	ONCE IN A WHILE	HARDLY EVER
1. Write your ideas on a piece of paper (for example, make a list or a web).	A 20	B 19	C 34	D 27
2. Group your ideas in some way (for example, outline, classify, cluster).	A 19	B 25	C 32	D 24
3. Make pictures (or images) in your mind.	A 60	B 18	C 14	D 7
4. Work with others to get ideas (for example, brainstorming, discussing).	A 22	B 28	C 31	D 19
5. Think about the person or people who will be reading your work.	A 23	B 23	C 24	D 30

WHEN YOU ARE WRITING YOUR FIRST COPY (OR FIRST DRAFT), HOW OFTEN DO YOU DO EACH OF THE FOLLOWING?				
1. Change your ideas about the topic after you start to write.	A 20	B 26	C 33	D 20
2. Talk to your teacher or to other students about what you are writing.	A 20	B 25	C 30	D 24
3. Think about the person or people who will be reading your work.	A 20	B 23	C 27	D 30
4. Throw out your work and start again.	A 10	B 15	C 38	D 34

AFTER YOU HAVE WRITTEN YOUR FIRST COPY (DRAFT), HOW OFTEN DO YOU DO EACH OF THE FOLLOWING?	MOST OF THE TIME	ABOUT HALF OF THE TIME	ONCE IN A WHILE	HARDLY EVER
1. Change words or sentences.	A 48	B 31	C 17	D 4
2. Add ideas or information.	A 52	B 30	C 14	D 3
3. Take out parts you don't like.	A 46	B 28	C 20	D 6
4. Move sentences or paragraphs.	A 21	B 24	C 30	D 25
5. Change most of what you have written.	A 6	B 13	C 31	D 49
6. Ask your teacher for help.	A 9	B 16	C 39	D 35
7. Work with other students to improve the piece of writing.	A 17	B 21	C 30	D 31
8. Think about the person or people who will be reading your work.	A 18	B 21	C 27	D 33
9. Check for errors and make corrections.	A 65	B 22	C 9	D 3
10. Copy your work without making any corrections.	A 9	B 11	C 18	D 60

TO THE STUDENT

Today you are being asked to complete <u>one</u> piece of writing which will be read and discussed by a team of teachers who don't know you. The teachers who will be looking at your work know that you will only have time to write a first draft. They are interested in your ideas and the way you organize and express them.

You will have to work on your own to get ideas, make changes (edit), and check over (proofread) your work. You may not ask other students for help.

Use a pen and write clearly and carefully so that teachers who don't know you will be able to read your work easily.

INSTRUCTIONS

All work must be done in this booklet. Space is provided for planning and making notes. Please write your composition on the lined pages.

<u>Topic</u> — Choose one of the topics given on the next page.

<u>Suggested time</u>

Approximately 10 minutes for planning and organizing.
Approximately 25 minutes for writing first draft.
Approximately 10 minutes for editing and proofreading.

<u>Editing</u> — You will <u>not</u> have time to rewrite your work. It is important that you <u>double-space</u> your writing to ensure that you have room to make changes and corrections. You can use the space to add words and phrases when editing. You can also use arrows to move words, sentences or paragraphs.

<u>Evaluation</u> — Evaluation will be based on

- content.
- organization.
- quality of expression.

CHOOSE ONE OF THE TOPICS BELOW

Topic 1: Was I Mad!

Everyone has had times when he or she became extremely angry with someone or something. Think about a time when you (or someone else) were very angry. What happened? Why did you become so angry? What did you do? How or when did you finally cool down?

ASSIGNMENT: Write a story about a time when you (or someone else) became very angry. You may choose to tell about something that actually happened, or you may make up a story.

Topic 2: My Robot

Imagine that you have just invented a robot that looks exactly like you! You decide to test it out by sending it to school so that you can stay home for a day. All day, you wonder what is happening at school and wait for your robot to come home. At seven o'clock, the robot finally walks through the door and says, "You won't believe what happened to me today!".

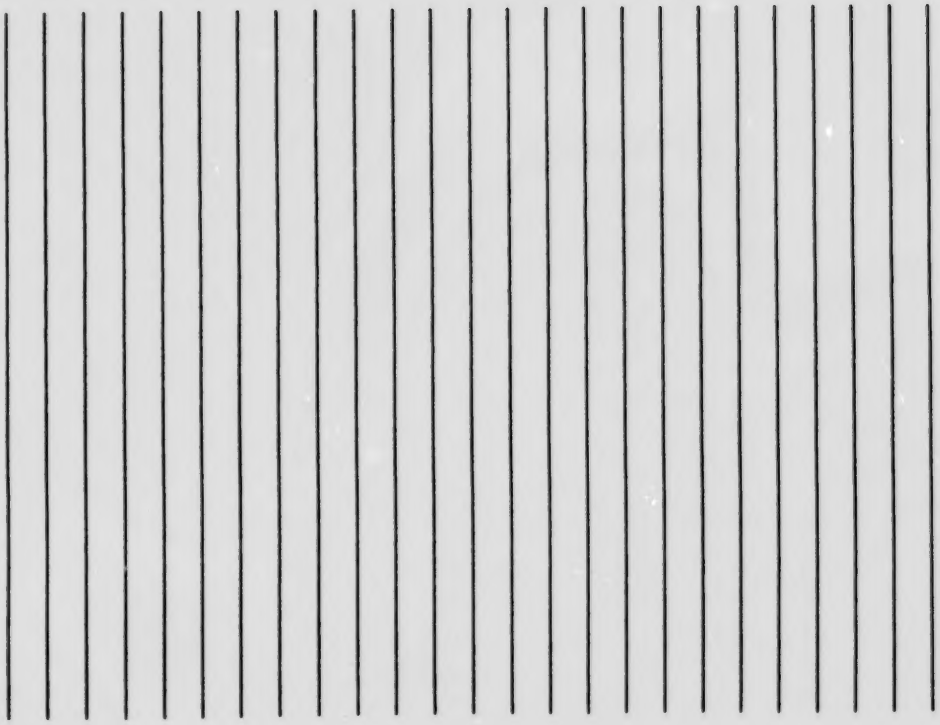
ASSIGNMENT: Complete the Robot's story.

WHICH TOPIC ARE YOU GOING TO WRITE ABOUT?

YOU MAY USE THIS SPACE FOR PLANNING AND MAKING NOTES ABOUT YOUR IDEAS.

If you need more space, you may use any page that does not have lines.

WRITE YOUR COMPOSITION ON THE LINED PAGES.



Form E Booklets Grade 10

STUDENT BACKGROUND

Please CIRCLE the letter of the correct choice for each of the questions on this page. Ask your teacher for help if you do not understand the questions.

1. What is your gender?

49 A. Male.
50 B. Female.

2. Do you sometimes go to learning assistance for special help?

13 A. Yes.
86 B. No.

3. Have you ever attended English as a Second Language (ESL) classes?

7 A. Yes.
92 B. No.

4. What language do you now speak most often at home?

92 A. English.
8 B. Another language.

5. About how many books are there in your home?

4 A. 0 to 24.
17 B. 25 to 99.
30 C. 100 to 249.
48 D. 250 or more.

6. What do you plan to do after you leave high school? (Mark one choice only.)

6 A. Look for a permanent job.
6 B. Attend a technical or vocational institute.
15 C. Attend a community college.
47 D. Attend a university.
3 E. Attend a business school.
9 F. I have other plans.
13 G. I am undecided.

OPINIONS ABOUT WRITING

People have different feelings about writing. We are interested in your opinions. How much do you agree or disagree with each of the following statements? (Remember, there are no "correct" answers in this section.) For each of the following statements, circle the letter which is closest to your opinion.

	STRONGLY AGREE	AGREE	CAN'T DECIDE	DISAGREE	STRONGLY DISAGREE
1. It's fun to send letters to my friends.	A 20	B 47	C 15	D 14	E 4
2. I only write something when I have to.	A 5	B 24	C 9	D 49	E 13
3. Almost anything is more fun than writing.	A 6	B 14	C 19	D 47	E 13
4. Sometimes, when I'm upset, it helps to put my feelings down on paper.	A 19	B 26	C 12	D 27	E 15
5. I feel good when I finish a piece of writing.	A 21	B 46	C 20	D 10	E 3
6. Writing a diary or a journal is a waste of time.	A 10	B 17	C 20	D 36	E 17
7. The most interesting activities I do in my school classes involve writing.	A 5	B 20	C 21	D 41	E 12
8. Writing stories and reports is usually boring.	A 9	B 22	C 16	D 44	E 9
9. Sometimes it's fun to write something just for myself and not show it to anyone.	A 19	B 38	C 15	D 19	E 8
10. I never enjoy writing anything.	A 2	B 5	C 11	D 48	E 34

WRITING STRATEGIES

Writers use many different ways of planning, writing and changing or correcting their work. We are interested in the ways you use. Read each of the items below carefully. Then circle the letter which describes how often you do it.

BEFORE YOU BEGIN TO WRITE, HOW OFTEN DO YOU DO EACH OF THE FOLLOWING?	MOST OF THE TIME	ABOUT HALF OF THE TIME	ONCE IN A WHILE	HARDLY EVER
1. Write your ideas on a piece of paper (for example, make a list or a web).	A 21	B 22	C 33	D 24
2. Group your ideas in some way (for example, outline, classify, cluster).	A 20	B 24	C 32	D 24
3. Make pictures (or images) in your mind.	A 49	B 23	C 17	D 10
4. Work with others to get ideas (for example, brainstorming, discussing).	A 17	B 29	C 34	D 19
5. Think about the person or people who will be reading your work.	A 26	B 25	C 24	D 25

WHEN YOU ARE WRITING YOUR FIRST COPY (OR FIRST DRAFT), HOW OFTEN DO YOU DO EACH OF THE FOLLOWING?	MOST OF THE TIME	ABOUT HALF OF THE TIME	ONCE IN A WHILE	HARDLY EVER
1. Change your ideas about the topic after you start to write.	A 15	B 27	C 39	D 19
2. Talk to your teacher or to other students about what you are writing.	A 17	B 27	C 33	D 23
3. Think about the person or people who will be reading your work.	A 22	B 24	C 26	D 27
4. Throw out your work and start again.	A 7	B 15	C 39	D 37

AFTER YOU HAVE WRITTEN YOUR FIRST COPY (DRAFT), HOW OFTEN DO YOU DO EACH OF THE FOLLOWING?	MOST OF THE TIME	ABOUT HALF OF THE TIME	ONCE IN A WHILE	HARDLY EVER
1. Change words or sentences.	A 49	B 30	C 17	D 3
2. Add ideas or information.	A 50	B 32	C 14	D 3
3. Take out parts you don't like.	A 46	B 30	C 19	D 5
4. Move sentences or paragraphs.	A 28	B 28	C 27	D 16
5. Change most of what you have written.	A 6	B 13	C 36	D 44
6. Ask your teacher for help.	A 6	B 15	C 39	D 39
7. Work with other students to improve the piece of writing.	A 7	B 19	C 33	D 41
8. Think about the person or people who will be reading your work.	A 20	B 21	C 29	D 29
9. Check for errors and make corrections.	A 65	B 22	C 9	D 3
10. Copy your work without making any corrections.	A 9	B 10	C 20	D 60

TO THE STUDENT

Today you are being asked to complete <u>one</u> piece of writing which will be read and discussed by a team of teachers who don't know you. The teachers who will be looking at your work know that you will only have time to write a first draft. They are interested in your ideas and the way you organize and express them.

You will have to work on your own to get ideas, make changes (edit), and check over (proofread) your work. You may not ask other students for help.

Use a pen and write clearly and carefully so that teachers who don't know you will be able to read your work easily.

INSTRUCTIONS

All work must be done in this booklet. Space is provided for planning and making notes. Please write your composition on the lined pages.

<u>Topic</u> — Choose one of the topics given on the next page.

<u>Suggested time</u>

Approximately 10 minutes for planning and organizing.
Approximately 25 minutes for writing first draft.
Approximately 10 minutes for editing and proofreading.

<u>Editing</u> — You will <u>not</u> have time to rewrite your work. It is important that you <u>double-space</u> your writing to ensure that you have room to make changes and corrections. You can use the space to add words and phrases when editing. You can also use arrows to move words, sentences or paragraphs.

<u>Evaluation</u> — Evaluation will be based on

- content.
- organization.
- quality of expression.

CHOOSE ONE OF THE TOPICS BELOW

Topic 1: Change

We have all experienced changes in our lives and in ourselves. Sometimes these changes are caused by a particular person or event, or perhaps by a choice we have made. Think about the people and events who have caused changes in you or someone you know.

ASSIGNMENT: Write about a person, an event or a choice that caused a change in your life (or that of someone you know). You may include fictional events or details if you wish.

Topic 2: Greed

The Dog and the Shadow (Aesop)

As a dog was crossing a brook with a bone in his mouth, he saw his own image in the clear water, and mistook it for another dog carrying another bone. Not content with what he himself possessed, the greedy creature snatched at the prize which he saw below. In doing so, he of course dropped the real bone, which fell into the brook and was lost!

ASSIGNMENT: Write about a situation, real or imagined, in which someone loses something important because of greed.

WHICH TOPIC ARE YOU GOING TO WRITE ABOUT?

YOU MAY USE THIS SPACE FOR PLANNING AND MAKING NOTES ABOUT YOUR IDEAS.

If you need more space, you may use any page that does not have lines.

WRITE YOUR COMPOSITION ON THE LINED PAGES.

YOU MAY USE THIS SPACE FOR PLANNING AND MAKING NOTES ABOUT YOUR IDEAS.

Form E Marking Scales Grade 4

HOLISTIC MARKING SCALE

Σ	Mark*	Rating	Description
4.3	6.0	6	Engaging ideas are clearly developed in a unified composition. There is ususally a strong sense of voice and apparent efforts to engage the response. Ideas are clearly organized (although paragraphing may be implicit), developed and elaborated. Sentence structure and vocabulary are relatively sophisticated, and there are few mechanical errors.
8.5	5.5		
15.1	5.0	5	Interesting ideas are presented and developed, but the writing does not demonstrate the consistency and unity of level 6. There is a strong sense of voice and apparent efforts to engage the reader. Ideas are clearly organized (although paragraphing may be implicit), and at least some of them are developed and elaborated. Sentence structure and vocabulary demonstrate variety and control, but are typically less sophisticated than at level 6. There are few mechanical errors.
19.4	4.5		
27.4	4.0	4	Interesting ideas are presented, but only parts of the composition are developed. Sense of voice is inconsistent or lacking. The writer makes occasional efforts to engage the reader. Ideas are clearly organized (although paragraphing may be implicit), but development and elaboration are weak. Sentence structure and vocabulary are controlled, and there are few mechanical errors.
13.1	3.5		
7.8	3.0	3	A number of related ideas are presented, but these are not developed. No sense of voice or individuality, and the writer appears to make no attempt to select, elaborate or order information to engage the reader. Weak use of transitions. Sentence structure and vocabulary tend to be simple and repetitive, but there are few mechanical errors.
2.3	2.5		

Rating Scale and Response Distribution for Grade 4:
Holistic Marking of Extended Writing Sample

* Each composition was marked twice and the scale values were averaged.

Σ	Mark*	Rating	Description
1.7	2.0	2	The paper is comprehensible and presents some ideas which are related to the topic, but there is no development. No sense of voice or individuality. The writer makes no apparent attempt to select, elaborate or order information. Sentence structure is weak and repetitive. In some cases, the entire composition is written as one sentence joined by a series of "and's." Transitions are omitted or inappropriate. Vocabulary is limited. Frequent mechanical errors. May be very short (but not necessarily).
0.3	1.5		
0.1	1.0	1	Attempts to address the topic, but there is little clear content. Often extremely difficult to comprehend. Unfocused. Ideas may appear to be randomly ordered. Transitions or links between ideas are lacking. Sentence structure and word choice appear to be uncontrolled. Vocabulary is basic and often misused. In some cases, often misused. In some cases, mechanical errors are so severe and frequent that the paper cannot be understood.

INTERPRETATION PANEL RATING: VERY SATISFACTORY

Rating Scale and Response Distribution for Grade 4:
Holistic Marking of Extended Writing Sample (Continued)
* Each composition was marked twice and the scale values were averaged.

ANALYTIC MARKING SCALE: STYLE

%	Rating	Description
23.1	4	Engaging. Sentences are varied in both length and pattern. Uses subordination appropriately, and often includes introductory adverbial phrases or clauses. Vocabulary is precise and used with some imagination. Tone indicates an awareness of audience and purpose.
57.5	3	Functional but easy to read. Some variety of sentence length and structure, but may rely on two or three sentence patterns. Some instances of subordination. Vocabulary is appropriate but not imaginative and may be somewhat imprecise. The tone implies that the writer had little awareness of audience and purpose.
17.3	2	Lack of control may make the composition difficult to read in places. Little variety in sentence length or type (typically a preponderance of simple sentences and coordination). Vocabulary tends to be repetitive and imprecise. No apparent effort to control tone.
2.1	1	Difficult to read. Sentence length and patterns often difficult to determine because of errors; however, in some cases, very simple sentences are used with few errors. Word choice is immature and often inappropriate. No discernible tone.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 4:
Extended Writing Sample Marked for Style

ANALYTIC MARKING SCALE: STRUCTURE/ORGANIZATION

%	Rating	Description
23.4	4	Interesting beginning, appropriate development and satisfying conclusion. Paragraphing is appropriate (but may be implicit) and there is a clear pattern of organization. The writing has unity which is assisted by the effective use of transitions.
59.8	3	Beginning and end are both evident, although not necessarily effective. There is some appropriate development. Paragraphing is generally consistent (but may be implicit), with some organization evident. Most of the material is relevant and transitions are used, although these may be repetitive.
15.5	2	Minimal attempt at a beginning or ending; in some cases, one of these is obviously missing to the detriment of the piece. Little in the way of organization; paragraphing which could have helped is largely missing. Some of the material may be clearly irrelevant. Little apparent unity or use of transitions.
1.3	1	Appears to be a patternless flow of often unrelated ideas. No clear beginning, middle or end; little sense of paragraphing or organization. Lacks unity.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Resonse Distribution for Grade 4:
Extended Writing Sample Marked for Structure/Organization

ANALYTIC MARKING SCALE: CONVENTIONS OF STANDARD ENGLISH (CORRECTNESS)

%	Rating	Description
28.8	4	Few, if any, editing or structural errors and these do not interfere with the effectiveness of the piece. Complete sentences or functional fragments. There is generally agreement between subject/verb, and noun/pronoun but pronoun references may occasionally be unclear. Few spelling errors (bearing in mind level of vocabulary). Idiomatically correct. Punctuation is consistent and generally correct.
47.3	3	A number of errors, but communication is generally clear. Sentences are generally correct with few fragments or run-ons. Few, if any, errors in the use of verbs but some pronoun references may be unclear or incorrect. May contain minor spelling errors, occasional mistakes in the use of idiom, or some errors in punctuation.
20.6	2	Frequent errors, which result in awkward and sometimes unclear communication, often include problems with sentences (run-ons, fragments, comma splices), with verbs (agreement and tense). Use of pronouns is often confusing. May include spelling errors in common words, problems with idiom, and inconsistent or incorrect punctuation.
3.3	1	Little or no regard for the conventions of standard English. A high density of errors makes the writing difficult to comprehend. Little apparent control or understanding of what a sentence is. Frequent problems with verbs (tense and subject/verb agreement) and pronouns. May include spelling errors in simple words, problems with idiom, and incorrect punctuation.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 4:
Extended Writing Sample Marked for Conventions of Standard English

Form E Marking Scales Grade 7

HOLISTIC MARKING SCALE

Σ	Mark*	Rating	Description
1.0	6.0	6	An engaging story is developed with originality and flair. There is a strong sense of voice and the writer makes apparent efforts to engage the reader. The storyline is clear and focused, and moves smoothly from an effective opening through a series of plausible events to a strong (and often humourous) conclusion. Effective dialogue may be used to advance the story. Sentence structure and vocabulary are relatively sophisticated, and there are few mechanical errors.
2.6	5.5		
4.7	5.0	5	A promising story is developed with some originality, but elements are not consistently as strong as in level 6 papers. There is a sense of voice and the writer makes apparent efforts to engage the reader. The storyline is clear and focused. Events move logically and smoothly from the introduction through to the conclusion, but one part of the story may be somewhat weak. Sentence structure and vocabulary demonstrate variety and control, but are typically less sophisticated than papers at level 6. There are few mechanical errors.
9.9	4.5		
17.9	4.0	4	Story is generally clear and focused with some instances of originality. The writer appears to make occasional efforts to engage the reader. Events move logically from the introduction through to the conclusion, but story elements are not equally well-developed. (Typically, one element is superior to the rest of the story.) The conclusion may be weak or illogical, and some events may be inappropriate or irrelevant. Transitions may be awkward or time sequence confusing, leaving a sense that the writer is "thinking out loud." Sentence structure and vocabulary are controlled and display some variety. There may be several minor mechanical errors.
21.0	3.5		
23.7	3.0	3	Clear attempt to tell a story, but development is weak and sometimes confusing. Little originality or individuality, and the writer makes no apparent attempt to select, elaborate or order information in order to engage the reader. Point of view may be inconsistent. Sequence and relationship of ideas and events may be vague or illogical with little effective use of transitions. (Tend to repeat the same transitional words: "next", "then", "after that"). Sentences lack variety, and vocabulary is often simple and repetitive. There may be several errors in mechanics, but these do not seriously affect comprehension.
9.1	2.5		
6.8	2.0	2	Some attempt to tell a story, but development is illogical and confusing. No sense of voice or individuality. The writer makes no apparent attempt to select, elaborate or order information. A series of events may be listed with no focus or direction. Detail tends to be irrelevant and inappropriate, and the story often fails to reach a conclusion. Transitions are omitted or ineffective ("after" "now" "so" "finally"). Sentence structure is simple and repetitive. Vocabulary is limited. Frequent mechanical errors which interfere with comprehension.
2.1	1.5		
1.2	1.0	1	There is little or no sense of story. Development (if any) is illogical and confusing. Transitions or links between ideas are lacking. Difficult to follow and understand. No apparent control or deliberation in sentence structure or word choice. Vocabulary is basic and often misused. In some cases, mechanical errors are so severe and frequent that the paper cannot be understood. The reader is left confused.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 7
Holistic Marking of Extended Writing Sample
* Each composition was marked twice and the scale values were averaged.

Rating Scale and Response Distribution for Grade 7
Holistic Marking of Extended Writing Sample (Continued)
* Each composition was marked twice and the scale values were averaged.

ANALYTIC MARKING SCALE: STYLE

%	Rating	Description
8.1	4	A pleasure to read. Sentences are varied in both length and structure. Vocabulary is precise and used with some imagination. Tone indicates an awareness of audience and purpose.
47.3	3	Functional but easy to read. Some variety of sentence length and structure, but may rely on two or three sentence patterns. Vocabulary is appropriate but not imaginative and may be somewhat imprecise. The tone implies that the writer had little awareness of audience and purpose.
39.1	2	Lack of control may make the composition difficult to read in places. Little variety in sentence length or type (typically a preponderance of simple sentences and coordination). Vocabulary may be repetitive and imprecise. No apparent effort to control tone.
5.5	1	Difficult to read. Sentence length and patterns often difficult to determine because of errors; however, in some cases, very simple sentences are used with few errors. Word choice is limited and often inappropriate. No discernible tone.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 7:
Extended Writing Sample Marked for Style

ANALYTIC MARKING SCALE: STRUCTURE/ORGANIZATION

%	Rating	Description
9.0	4	Interesting beginning, appropriate development and satisfying conclusion. Paragraphing is appropriate and there is a clear pattern of organization. The writing has unity which is assisted by the effective use of transitions.
52.1	3	Beginning and end are both evident, although not necessarily effective. There is some appropriate development. Paragraphing is generally consistent, with some organization evident. Most of the material is relevant and transitions are used, although these may be repetitive.
34.2	2	Minimal attempt at a beginning or ending; in some cases, one of these is obviously missing to the detriment of the piece. Little in the way of organization; paragraphing which could have helped is largely missing. Some of the material may be clearly irrelevant. Little apparent unity or use of transitions.
4.7	1	Appears to be a patternless flow of often unrelated ideas. No clear beginning, middle or end; little sense of paragraphing or organization. Lacks unity.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 7:
Extended Writing Sample Marked for Structure/Organization

ANALYTIC MARKING SCALE: CONVENTIONS OF STANDARD ENGLISH (CORRECTNESS)

%	Rating	Description
13.0	4	Few, if any, editing or structural errors and these do not interfere with the effectiveness of the piece. Complete sentences or functional fragments. Consistent agreement between subject/verb; noun/pronoun. Pronoun references are clear. Few spelling errors (bearing in mind level of vocabulary). Idiomatically correct. Punctuation is consistent and generally correct.
51.0	3	A number of errors, but communication is generally clear. Sentences are generally correct with few fragments or run-ons. Consistent agreement between subject/verb, noun/pronoun although some pronoun references may lack clarity. May contain minor spelling errors, occasional mistakes in the use of idiom, or some errors in punctuation.
30.5	2	Frequent errors, which result in awkward and sometimes unclear communication, often include problems with sentences (run-ons, fragments, comma splices) and with subject/verb agreement. Use of pronouns is often confusing. May include spelling errors in common words, problems with idiom, and inconsistent or incorrect punctuation.
5.5	1	Little or no regard for the conventions of standard English. A high density of errors makes the writing difficult to comprehend. Little apparent control or understanding of what a sentence is. Frequent problems with verbs (tense and subject/verb agreement) and pronouns. May include spelling errors in simple words, problems with idiom, and incorrect punctuation.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 7:
Extended Writing Sample Marked for Conventions of Standard English

Form E Marking Scales Grade 10

HOLISTIC MARKING SCALE

%	Mark*	Rating	Description
0.9	6.0	6	An engaging paper is developed with originality, energy and flair. The composition reflects a strong personal voice. The writing is purposeful and focused and flows smoothly from an effective opening through a series of events or ideas to a strong (and often humourous) conclusion. Detail and examples are effectively used to establish mood, develop character, or elaborate an argument. Style is vivid and precise. The writer takes risks and the results are effective. An easy command of sentence structure may include appropriate and precise subordination, and effective use of parallel structures and fragments. Vocabulary is appropriate, precise, and often sophisticated. There are few mechanical errors.
2.2	5.5		
5.5	5.0	5	The paper is competent and well-developed, but there is less apparent sense of personal voice, energy and originality than in level 6 papers. The writing is purposeful and focused, and moves logically from an effective opening through a series of events or ideas to a conclusion. Detail and examples are effectively used to establish mood, develop character, or elaborate an argument. The writer takes some risks but the results may be uneven. Sentences are controlled and varied; subordination is generally appropriate and precise. Vocabulary is appropriate and accurate. There are few mechanical errors.
10.4	4.5		
19.5	4.0	4	The paper is focused and clearly organized, but there are few instances of originality and the content does not reflect depth or insight (naive). There is some sense of personal engagement. The writing is logically sequenced, and includes an introduction and conclusion; however, ideas are not well-developed or elaborated. Some risk-taking may be apparent, but the result is often ineffective. For example, hyperbole may be used excessively, or an inappropriate narrative introduced as support for an idea. Paragraphing, sentence structure and vocabulary tend to be simple and correct, but there may be some mechanical errors.

Rating Scale and Response Distribution for Grade 10:
Holistic Marking of Extended Writing Sample
* Each composition was marked twice and the scale values were averaged.

%	Mark*	Rating	Description
20.0	3.5		
16.5	3.0	3	The writer clearly attempts to deal with the topic, but development is weak and often immature. Little originality or individuality or risk-taking is apparent. An introduction and conclusion are included, but the sequence and relationship of ideas and events may be vague or illogical. For example, writers may offer examples or details which do not complement the focus or fail to integrate these into their stories or arguments. Sentences lack variety and may contain problems with pronouns, verb tense, and punctuation. Vocabulary is limited, repetitive, and often colloquial. Errors in mechanics may hinder the reader's comprehension.
12.1	2.5		
7.6	2.0	2	Some attempt to focus on the topic or tell a story is indicated but there is little or no development of ideas. The paper may include an introduction and a conclusion, but these are typically weak. There is some attempt at logical sequencing and paragraph development. Content is thin, and may consist of one very specific example or event. Vocabulary is limited and often inappropriately colloquial. Sentences may be repetitive. Frequent errors in usage and sentence structure impede the flow of thought, but the writing is comprehensible.
3.3	1.5		
2.0	1.0	1	There is little or no sense of purpose, focus or structure. Development (if any) is illogical and confusing. Sequence is obscure or illogical and there are few transitions or links between ideas. No apparent control or deliberation in sentence structure or word choice. Vocabulary is extremely basic and often misused. Errors often include shifts in verb tense and point-of-view and problems with idiom. In some cases, mechanical errors are so severe and frequent that meaning is lost.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 10:
Holistic Marking of Extended Writing Sample (Continued)
* Each composition was marked twice and the scale values were averaged.

ANALYTIC MARKING SCALE: STYLE

%	Rating	Description
17.4	4	A pleasure to read. Sentences are varied in both length and structure (uses a variety of beginnings, appositives, absolutes and participle phrases). Diction reveals a mature vocabulary which is used precisely and with some imagination. Tone indicates an awareness of audience and purpose.
57.8	3	Functional but easy to read. Some variety of sentence length and structure, but may rely on three or four sentence patterns. Vocabulary is appropriate but not imaginative; may be somewhat imprecise. The tone implies that the writing had no substantial sense of context (may sound a little wooden).
22.7	2	Lack of control may make the composition difficult to read in places. Little variety in sentence length or type (typically a preponderance of coordination and introductory adverbial clauses). Vocabulary may be repetitive and imprecise. No apparent effort to control tone.
2.1	1	Difficult to read. Sentence length and patterns often difficult to determine because of errors; however, in some cases, very simple sentences are used with few errors. Word choice is limited and often inappropriate. No discernible tone.

INTERPRETATION PANEL RATING: VERY SATISFACTORY

Rating Scale and Response Distribution for Grade 10:
Extended Writing Sample Marked for Style

ANALYTIC MARKING SCALE: STRUCTURE/ORGANIZATION

%	Rating	Description
15.5	4	Interesting beginning, appropriate development and satisfying conclusion. Paragraphing is appropriate and there is a clear pattern of organization. The writing has unity which is assisted by the effective use of transitions.
50.5	3	Beginning and end are both evident, although not necessarily effective. There is some appropriate development. Paragraphing is generally consistent, with some organization evident. Most of the material is relevant and transitions are used, although these may be repetitive.
30.1	2	Minimal attempt at a beginning or ending; in some cases, one of these is obviously missing to the detriment of the piece. Little in the way of organization; paragraphing which could have helped is largely missing. Some of the material may be clearly irrelevant. Little apparent unity or use of transitions.
3.9	1	Appears to be a patternless flow of often unrelated ideas. No clear beginning, middle or end; little sense of paragraphing or organization. Lacks unity.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 10:
Extended Writing Sample Marked for Structure/Organization

ANALYTIC MARKING SCALE: CONVENTIONS OF STANDARD ENGLISH (CORRECTNESS)

%	Rating	Description
20.3	4	Few, if any, editing or structural errors. Complete sentences or functional fragments. Consistent agreement between subject/verb; noun/pronoun. Pronoun references are clear. Few spelling errors (bearing in mind level of vocabulary). Idiomatically correct. Punctuation is consistent and generally correct.
49.9	3	A number of errors, but communication is generally clear. Sentences are generally correct with few fragments or run-ons. Consistent agreement between subject/verb, noun/pronoun although some pronoun references may lack clarity. May contain minor spelling errors, occasional mistakes in the use of idiom, or some errors in punctuation.
26.2	2	Frequent errors, which result in awkward and sometimes unclear communication, often include problems with sentences (run-ons, fragments, comma splices) and with subject/verb agreement. Use of pronouns is often confusing. May include spelling errors in common words, problems with idiom, and inconsistent or incorrect punctuation.
3.6	1	Little or no regard for the conventions of standard English. A high density of errors makes the writing difficult to comprehend. Little apparent control or understanding of what a sentence is. Frequent problems with verbs (tense and subject/verb agreement) and pronouns. May include spelling errors in simple words, problems with idiom, and incorrect punctuation.

INTERPRETATION PANEL RATING: VERY SATISFACTORY

Rating Scale and Response Distribution for Grade 10:
Extended Writing Sample Marked for Conventions of Standard English

Form S Booklets Grade 4

STUDENT BACKGROUND

Please CIRCLE the letter of the correct choice for each of the questions on this page. Ask your teacher for help if you do not understand the questions.

1. What is your gender?

51 A. Male.
49 B. Female.

2. Do you sometimes go to learning assistance for special help?

19 A. Yes.
80 B. No.

3. Have you ever attended English as a Second Language (ESL) classes?

8 A. Yes.
91 B. No.

4. What language do you now speak most often at home?

90 A. English.
9 B. Another language.

5. About how many books are there in your home?

6 A. 0 to 24.
18 B. 25 to 99.
30 C. 100 to 249.
46 D. 250 or more.

WRITING IN FREE TIME

We would like to know about the writing you do in your free time. Please CIRCLE the answer on the right which tells how often you have written each of the following during the last month. (Do NOT include homework or school assignments.)

IN YOUR FREE TIME, IN THE LAST MONTH, HOW MANY TIMES HAVE YOU WRITTEN EACH OF THE FOLLOWING?

1. A letter.	0	1	2-3	4-5	6 or more
	31	24	23	8	11
2. A diary or personal journal.	0	1	2-3	4-5	6 or more
	55	10	10	6	16
3. A story.	0	1	2-3	4-5	6 or more
	31	23	21	12	12
4. Some poetry.	0	1	2-3	4-5	6 or more
	49	18	16	7	6
5. Some writing using a computer.	0	1	2-3	4-5	6 or more
	51	10	12	7	15

WRITING AT SCHOOL

Please CIRCLE the letter of the correct choice for each of the questions in this section. Ask your teacher for help if you do not understand the questions.

1. During the last month, which of the following kinds of writing have you done for school? (YOU MAY CIRCLE MORE THAN ONE.)

46 A. Book report.
63 B. Other report.
52 C. Letter.
85 D. Story.
53 E. Poetry.
24 F. Play.

2. During the last month, how many stories, reports or paragraphs have you written for your science class?

19	A.	0.
18	B.	1.
18	C.	2.
45	D.	3 or more.

3. During the last month, how many stories, reports or paragraphs have you written for your social studies class?

17	A.	0.
15	B.	1.
16	C.	2.
52	D.	3 or more.

4. During the last month, how many pieces of writing have you worked on for <u>all</u> school subjects?

1	A.	0.
4	B.	1-2.
8	C.	3-4.
22	D.	5-10.
25	E.	11-20.
39	F.	More than 20.

5. During the last month, how many times have you used a computer to write stories, letters or reports <u>at school</u>?

62	A.	0.
21	B.	1-2.
9	C.	3-5.
7	D.	6 or more.

6. Does your writing improve when you use a computer?

38	A.	I never use a computer for writing.
31	B	Yes, I write better when I use a computer.
28	C.	My writing is about the same whether I use a computer or not.
3	D.	No, my writing gets worse when I use a computer.

<u>OPINIONS ABOUT WRITING</u>

People have different ideas about the ways in which writing helps them. We are interested in learning about how writing helps <u>YOU</u>. For each of the following statements, circle the letter which describes how helpful writing is to <u>you</u>.

HOW MUCH DOES WRITING HELP <u>YOU</u> WITH EACH OF THE FOLLOWING?	VERY HELPFUL	QUITE HELPFUL	NOT VERY HELPFUL	NOT HELPFUL AT ALL
1. Coming up with new ideas.	A 37	B 49	C 11	D 2
2. Thinking more clearly.	A 40	B 40	C 16	D 3
3. Understanding your own feelings.	A 34	B 35	C 21	D 9
4. Sharing your feelings.	A 34	B 36	C 19	D 9
5. Sharing your ideas.	A 45	B 37	C 12	D 5
6. Understanding something you have been learning about.	A 44	B 40	C 11	D 3
7. Organizing your ideas about something.	A 41	B 40	C 14	D 3
8. Looking at an idea or topic in a new or different way.	A 31	B 42	C 19	D 6
HOW MUCH DOES BEING A <u>GOOD</u> WRITER				
1. help people to get good jobs?	A 56	B 32	C 8	D 3
2. help people to become more important?	A 33	B 41	C 17	D 8

TO THE STUDENT

- Today you are being asked to complete <u>two</u> pieces of writing.
- Your writing will be read and discussed by a team of teachers who don't know you but who are really interested in your ideas and the way you write.
- You will have to work on your own to get ideas, make changes (edit), and check over (proofread) your work. You may not ask other students for help.
- You will have only 20 minutes to complete <u>each</u> piece of writing but you will be given 5 minutes at the end to make changes and corrections.
- Write clearly and carefully so that teachers who don't know you will be able to read your work easily.

<u>ASSIGNMENT 1</u>: <u>DESCRIBING</u>

We would like to know how well students your age can <u>describe</u> things in their writing.

1. Read the topic on page 6 carefully.
2. Spend about <u>five</u> minutes getting ideas and planning. You can use any blank page for making notes.
3. Write your description on the lined pages. If you do not have enough space, ask your teacher for more paper. You should not spend more than <u>fifteen</u> minutes writing your description. Your teacher will let you know when it is time to go on to the next assignment.
4. Your writing should be in sentences and organized into one or more paragraphs. Use every <u>other</u> line for writing so that you will have room to make changes and corrections.
5. You will <u>not</u> have time to write a good copy (published copy) so make your corrections and changes on your draft. It is all right to cross out or add words and to use arrows to move words around.

<u>Topic: Special Object</u>

Most people have some special objects or treasures that mean a lot to them. Do you have a special toy or treasure that you hope to keep forever? What is it? How would you describe it to someone who has never seen it? Why is it special to you?

You might want to begin by listing all the words you can think of that describe your object. If you think it will help you, you may want to organize your ideas under headings like "colour," "shape," "size," "what it can do," and so on.

<u>DIRECTIONS</u>: After you have spent about five minutes listing your ideas, write one or more paragraphs <u>describing</u> your special treasure. Include enough detail so that we can picture your special object in our minds.

WHAT ARE YOU GOING TO DESCRIBE?

<u>YOU MAY USE THIS SPACE FOR PLANNING AND MAKING NOTES ABOUT YOUR IDEAS</u>.

If you need more space, you may use any page that does not have lines.

WRITE YOUR DESCRIPTION ON THE LINED PAGES.

ASSIGNMENT 2: YOUR OPINION

We would also like to know how well students your age can give and support their opinions.

1. Read the following topic carefully.

2. Spend about five minutes getting ideas and planning. You can use any blank page for making notes.

3. Write your paragraph on the lined pages. If you do not have enough space, ask your teacher for more paper. You should not spend more than fifteen minutes writing your draft.

4. Your writing should be in sentences and organized into one or more paragraphs. Use every other line for writing so that you will have room to make changes and corrections.

5. You will not have time to write a good copy (published copy) so make your corrections and changes on your draft. It is all right to cross out or add words and to use arrows to move words around.

Topic: Pets

In some neighbourhoods, no pets are allowed. Could you imagine a neighbourhood where there were no pets to cuddle or love? On the other hand, there would be no yappy dogs or cat fights to bother you.

What do you think? Should everyone be allowed to have pets? Or, should pets be banned from some neighbourhoods? What reasons could you use to convince other people to agree with you?

DIRECTIONS: After you have spent five minutes listing your ideas, write one or two paragraphs giving your opinion about whether or not everyone should be allowed to have pets.

YOU MAY USE THIS SPACE FOR PLANNING AND MAKING NOTES ABOUT YOUR IDEAS.

If you need more space, you may use any page that does not have lines.

WRITE YOUR OPINION ON THE LINED PAGES.

Form S Booklets Grade 7

STUDENT BACKGROUND

Please CIRCLE the letter of the correct choice for each of the questions on this page. Ask your teacher for help if you do not understand the questions.

1. What is your gender?

53 A. Male.
47 B. Female.

2. Do you sometimes go to learning assistance for special help?

12 A. Yes.
87 B. No.

3. Have you ever attended English as a Second Language (ESL) classes?

5 A. Yes.
94 B. No.

4. What language do you now speak most often at home?

92 A. English.
8 B. Another language.

5. About how many books are there in your home?

4 A. 0 to 24.
14 B. 25 to 99.
32 C. 100 to 249.
50 D. 250 or more.

WRITING IN FREE TIME

We would like to know about the writing you do in your free time. Please CIRCLE the answer on the right which tells how often you have written each of the following during the last month. (Do NOT include homework or school assignments.)

IN YOUR FREE TIME, IN THE LAST MONTH, HOW MANY TIMES HAVE YOU WRITTEN EACH OF THE FOLLOWING?

1. A letter.	0 34	1 24	2-3 25	4-5 8	6 or more 8
2. A diary or personal journal.	0 67	1 8	2-3 7	4-5 4	6 or more 11
3. A story.	0 51	1 20	2-3 18	4-5 5	6 or more 4
4. Some poetry.	0 64	1 15	2-3 10	4-5 4	6 or more 4
5. Some writing using a computer.	0 49	1 13	2-3 15	4-5 7	6 or more 15

WRITING AT SCHOOL

Please CIRCLE the letter of the correct choice for each of the questions in this section. Ask your teacher for help if you do not understand the questions.

1. During the last month, which of the following kinds of writing have you done for school? (YOU MAY CIRCLE MORE THAN ONE.)

54 A. Book report.
72 B. Other report.
38 C. Letter.
78 D. Story.
43 E. Poetry.
23 F. Play.
55 G. Essay.

2. During the last month, how many stories, reports or paragraphs have you written for your science class?

28	A.	0.
18	B.	1.
12	C.	2.
42	D.	3 or more.

3. During the last month, how many stories, reports or paragraphs have you written for your social studies class?

12	A.	0.
12	B.	1.
15	C.	2.
61	D.	3 or more.

4. During the last month, how many pieces of writing have you worked on for <u>all</u> school subjects?

0.6	A.	0.
5	B.	1-2.
11	C.	3-4.
25	D.	5-10.
30	E.	11-20.
28	F.	More than 20.

5. During the last month, how many times have you used a computer to write stories, letters or reports <u>at school</u>?

50	A.	0.
10	B.	1-2.
13	C.	3-5.
16	D.	6 or more.

6. Does your writing improve when you use a computer?

26	A.	I never use a computer for writing.
27	B	Yes, I write better when I use a computer.
43	C.	My writing is about the same whether I use a computer or not.
4	D.	No, my writing gets worse when I use a computer.

<u>OPINIONS ABOUT WRITING</u>

People have different ideas about the ways in which writing helps them. We are interested in learning about how writing helps <u>YOU</u>. For each of the following statements, circle the letter which describes how helpful writing is to <u>you</u>.

HOW MUCH DOES WRITING HELP <u>YOU</u> WITH EACH OF THE FOLLOWING?	VERY HELPFUL	QUITE HELPFUL	NOT VERY HELPFUL	NOT HELPFUL AT ALL
1. Coming up with new ideas.	A 28	B 53	C 16	D 3
2. Thinking more clearly.	A 26	B 48	C 20	D 5
3. Understanding your own feelings.	A 27	B 35	C 26	D 11
4. Sharing your feelings.	A 24	B 36	C 27	D 12
5. Sharing your ideas.	A 36	B 42	C 15	D 5
6. Understanding something you have been learning about.	A 37	B 43	C 16	D 4
7. Organizing your ideas about something.	A 38	B 43	C 15	D 4
8. Looking at an idea or topic in a new or different way.	A 25	B 45	C 24	D 6
HOW MUCH DOES BEING A <u>GOOD</u> WRITER				
1. help people to get good jobs?	A 47	B 41	C 9	D 2
2. help people to become more important?	A 25	B 41	C 25	D 7

TO THE STUDENT

Today you are being asked to complete <u>two</u> pieces of writing which will be read and discussed by a team of teachers who don't know you. The teachers who will be looking at your work know that you will only have time to write a first draft. They are interested in your ideas and the way you organize and express them.

You will have to work on your own to get ideas, make changes (edit), and check over (proofread) your work. You may not ask other students for help.

Use a pen and write clearly and carefully so that teachers who don't know you will be able to read your work easily.

INSTRUCTIONS

All work must be done in this booklet. Space is provided for planning and making notes. Please write your composition on the lined pages.

<u>Assignment</u> Write two short compositions.

<u>Time</u> You will have <u>45 minutes</u> to complete <u>both</u> assignments. We suggest that you use the following guidelines:

<u>Opinion Assignment</u>

5 to 10 minutes to select topic and to plan.
10 to 15 minutes to write.

<u>Description Assignment</u>

5 to 10 minutes to select topic and to plan.
10 to 15 minutes to write.

<u>Editing and proofreading both assignments</u>

10 minutes.

<u>Editing</u> You will <u>not</u> have time to rewrite your work. It is important that you <u>double-space</u> your writing to ensure that you have room to make changes and corrections. You can use the space to add words and phrases when editing. You can also use arrows to move words, sentences or paragraphs.

<u>Evaluation</u> Evaluation will be based on

- content.
- organization.
- quality of expression.

Assignment 1: Opinion

Many schools have rules banning certain objects from the school and school yard. Recently, the following items have been the subject of a great deal of disagreement in some schools:

- Walkman tape-recorders or radios.
- Ghetto blasters.
- Skateboards.
- Bicycles.

DIRECTIONS: Select ONE item from the list above. Write one or more paragraphs expressing your opinion about whether or not students should be allowed to bring that item to school. Provide reasons and examples to support your opinion.

WHAT ARE YOU GOING TO WRITE ABOUT?

YOU MAY USE THIS SPACE FOR PLANNING AND MAKING NOTES ABOUT YOUR IDEAS.

If you need more space, you may use any page that does not have lines.

WRITE YOUR COMPOSITION ON THE LINED PAGES.

Assignment 2: Description

Most people have some special objects or treasures that mean a lot to them. Do you have a special object or treasure that you hope to keep forever - perhaps something you would like to save to give to your own children some day? What is it? How would you describe it to someone who has never seen it? Why is it special to you?

You might want to begin by listing all the words you can think of that describe your object. If you think it will help you, you may want to organize your ideas under headings like "colour," "shape," "size," "what it can do," and so on.

DIRECTIONS: Write one or more paragraphs describing your special treasure. Include enough detail so that we can picture your special object in our minds.

YOU MAY USE THIS SPACE FOR PLANNING AND MAKING NOTES ABOUT YOUR IDEAS.

If you need more space, you may use any page that does not have lines.

WRITE YOUR COMPOSITION ON THE LINED PAGES.

YOU MAY USE THIS SPACE FOR PLANNING AND MAKING NOTES ABOUT YOUR IDEAS.

Form S Booklets Grade 10

STUDENT BACKGROUND

Please CIRCLE the letter of the correct choice for each of the questions on this page. Ask your teacher for help if you do not understand the questions.

1. What is your gender?

53 A. Male.
46 B. Female.

2. Do you sometimes go to learning assistance for special help?

12 A. Yes.
87 B. No.

3. Have you ever attended English as a Second Language (ESL) classes?

7 A. Yes.
92 B. No.

4. What language do you now speak most often at home?

91 A. English.
8 B. Another language.

5. About how many books are there in your home?

5 A. 0 to 24.
16 B. 25 to 99.
31 C. 100 to 249.
48 D. 250 or more.

6. What do you plan to do after you leave high school? (Mark one choice only.)

5 A. Look for a permanent job.
7 B. Attend a technical or vocational institute.
16 C. Attend a community college.
46 D. Attend a university.
3 E. Attend a business school.
8 F. I have other plans.
14 G. I am undecided.

WRITING IN FREE TIME

We would like to know about the writing you do in your free time. Please CIRCLE the answer on the right which tells how often you have written each of the following during the last month. (Do NOT include homework or school assignments.)

IN YOUR FREE TIME, IN THE LAST MONTH, HOW MANY TIMES HAVE YOU WRITTEN EACH OF THE FOLLOWING?					
1. A letter.	0 29	1 23	2-3 27	4-5 8	6 or more 11
2. A diary or personal journal.	0 70	1 7	2-3 7	4-5 3	6 or more 9
3. A story.	0 61	1 18	2-3 13	4-5 3	6 or more 2
4. Some poetry.	0 63	1 13	2-3 11	4-5 4	6 or more 5
5. Some writing using a computer.	0 55	1 13	2-3 13	4-5 5	6 or more 11

WRITING AT SCHOOL

Please CIRCLE the letter of the correct choice for each of the questions in this section. Ask your teacher for help if you do not understand the questions.

1. During the last month, which of the following kinds of writing have you done for your English class? (YOU MAY CIRCLE MORE THAN ONE.)

70 A. Essay.
26 B Book report.
32 C. Other report.
10 D. Letter.
29 E. Story.
34 F. Poetry.
13 G. Play.

2. During the last month, how many reports (including lab reports) and essays have you written for your science class?

15	A.	0.
13	B.	1.
17	C.	2.
48	D.	3 or more.
6	E.	I am not taking science this semester.

3. During the last month, how many reports or essays have you written for your social studies class?

20	A.	0.
32	B.	1.
24	C.	2.
19	D.	3 or more.
5	E.	I am not taking social studies this semester.

4. During the last month, how many pieces of writing have you worked on for <u>all</u> school subjects?

2	A.	0.
11	B.	1-2.
24	C.	3-4.
38	D.	5-10.
14	E.	11-20.
10	F.	More than 20.

5. During the last month, how many times have you used a computer to write stories, letters or reports <u>at school</u>?

63	A.	0.
19	B.	1-2.
8	C.	3-5.
10	D.	6 or more.

6. Does your writing improve when you use a computer?

41	A.	I never use a computer for writing.
21	B	Yes, I write better when I use a computer.
35	C.	My writing is about the same whether I use a computer or not.
3	D.	No, my writing gets worse when I use a computer.

<u>OPINIONS ABOUT WRITING</u>

People have different ideas about the ways in which writing helps them. We are interested in learning about how writing helps <u>YOU</u>. For each of the following statements, circle the letter which describes how helpful writing is to <u>you</u>.

HOW MUCH DOES WRITING HELP <u>YOU</u> WITH EACH OF THE FOLLOWING?	VERY HELPFUL	QUITE HELPFUL	NOT VERY HELPFUL	NOT HELPFUL AT ALL
1. Coming up with new ideas.	A 18	B 52	C 24	D 5
2. Thinking more clearly.	A 22	B 50	C 22	D 5
3. Understanding your own feelings.	A 28	B 35	C 25	D 11
4. Sharing your feelings.	A 27	B 38	C 23	D 12
5. Sharing your ideas.	A 30	B 47	C 17	D 5
6. Understanding something you have been learning about.	A 30	B 48	C 18	D 4
7. Organizing your ideas about something.	A 33	B 47	C 15	D 4
8. Looking at an idea or topic in a new or different way.	A 21	B 47	C 25	D 6
HOW MUCH DOES BEING A <u>GOOD</u> WRITER				
1. help people to get good jobs?	A 38	B 47	C 13	D 3
2. help people to become more important?	A 21	B 44	C 28	D 6

TO THE STUDENT

Today you are being asked to complete two pieces of writing which will be read and discussed by a team of teachers who don't know you. The teachers who will be looking at your work know that you will only have time to write a first draft. They are interested in your ideas and the way you organize and express them.

You will have to work on your own to get ideas, make changes (edit), and check over (proofread) your work. You may not ask other students for help.

Use a pen and write clearly and carefully so that teachers who don't know you will be able to read your work easily.

INSTRUCTIONS

All work must be done in this booklet. Space is provided for planning and making notes. Please write your compositions on the lined pages.

Assignment Write two short compositions.

Time You will have 45 minutes to complete both assignments. We suggest that you use the following guidelines:

Opinion Assignment

5 to 10 minutes to select topic and to plan.
10 to 15 minutes to write.

Description Assignment

5 to 10 minutes to select topic and plan.
10 to 15 minutes to write.

Editing and proofreading both assignments

10 minutes.

Editing You will not have time to rewrite your work. It is important that you double-space your writing to ensure that you have room to make changes and corrections. You can use the space to insert words and phrases when editing. You can also use arrows to move words, sentences or paragraphs.

Evaluation Evaluation will be based on

- content.
- organization.
- quality of expression.

Assignment 1: Opinion

After being robbed several times, a store owner in Florida set an electric trap to protect his store. The next day, a burglar was found dead in the trap, electrocuted. The shopkeeper was charged with manslaughter. There have been several similar incidents in Canada in which storeowners have shot - and in some cases killed - potential criminals.

Some people feel that homeowners and shopkeepers should be allowed to use violence to protect their belongings or property. Others argue that people who use violence to protect their possessions are no better than criminals. What is your opinion?

ASSIGNMENT: Should people be permitted to use violence to protect their property? Write a short composition offering and supporting your opinion about this issue. Remember to include reasons to support your opinion.

YOU MAY USE THIS SPACE FOR PLANNING AND MAKING NOTES ABOUT YOUR IDEAS.

If you need more space, you may use any page that does not have lines.

Assignment 2: Description

Most people have some special objects or treasures that mean a lot to them. Do you have a special object or treasure that you hope to keep forever - perhaps something you would like to save to give to your own children some day? What is it? How would you describe it to someone who has never seen it? Why is it special to you?

You might want to begin by listing all the words you can think of that describe your object. If you think it will help you, you may want to organize your ideas under headings like "colour," "shape," "size," "what it can do," and so on.

DIRECTIONS: Write one or more paragraphs describing your special treasure. Include enough detail so that we can picture your special object in our minds.

YOU MAY USE THIS SPACE FOR PLANNING AND MAKING NOTES ABOUT YOUR IDEAS.

If you need more space, you may use any page that does not have lines.

WRITE YOUR COMPOSITION ON THE LINED PAGES.

YOU MAY USE THIS SPACE FOR PLANNING AND MAKING NOTES ABOUT YOUR IDEAS.

Form S Marking Scales Grade 4

MARKING SCALE: OPINION

%	Mark*	Rating	Description
6.7	4.0	4	Clearly focused. Opinion is explicitly -- often, forcefully -- stated, and supported with logical and relevant reasons and examples. The paper ends with a concluding statement. Sentence structure and vocabulary are controlled although there may be minor mechanical errors.
8.0	3.5		
20.5	3.0	3	Generally focused, but may occasionally wander from topic. Opinion is clear and supported with reasons and examples, most of which are relevant and logical. Attempts a concluding statement, but this may be somewhat weak. Papers may be very short. Sentence structure and vocabulary tend to be functional. May contain a number of mechanical errors but these do not interfere with comprehension.
21.9	2.5		
28.8	2.0	2	Opinion is clear and the writer attempts to provide support although this is often weak, repetitive, or irrelevant. The paper tends to lack focus, and wanders from the topic. The conclusion may be illogical, irrelevant, or missing altogether. Vocabulary tends to be basic and imprecise. Problems with spelling, usage and sentence structure may interfere with comprehension, although not all papers at this level have serious mechanical flaws.
9.0	1.5		
5.1	1.0	1	Unfocused and confusing. May attempt to address topic, but offer little or no relevant or logical content. Vocabulary is often imprecise or inaccurate. Problems with spelling, usage and sentence structure often interfere with comprehension. Errors frequently involve pronoun references and shifts in point-of-view. The reader is left confused.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 4:
Short Composition - Opinion
* Each composition was marked twice and the scale values were averaged.

MARKING SCALE: DESCRIPTION

%	Mark*	Rating	Description
6.0	4.0	4	An interesting image is created through the effective use of detail. Some parts of the description may be original or amusing. There is a sense of energy. The writer's voice is clear, and the description often evokes a feeling or mood as well as a picture. Vocabulary is vivid and precise. The writing is focused and the pattern of development leads to a sense of completion.
4.9	3.5		
28.0	3.0	3	An interesting image is created, but the paper often lacks the detail and originality of level 4 papers. The writer's purpose is clear. The paper may consist of an energetic but apparently unordered list of qualities. May contain some irrelevant material. Word choices are appropriate and accurate, but may be somewhat repetitive. There may be some mechanical errors, but these do not interfere with comprehension.
15.7	2.5		
33.3	2.0	2	The writer attempts to create an image, but the reader is left with a vague impression. Some papers may be very short; others combine little descriptive detail with a great deal of irrelevant material. Vocabulary is simple and often repetitive or trite. Problems with spelling, usage and sentence structure may interfere with comprehension, although not all papers at this level have serious mechanical flaws.
5.7	1.5		
6.4	1.0	1	No image is conveyed. There is no sense of focus or structure. The topic is often unclear, and little or no relevant detail is included. Vocabulary is limited, and often inappropriate or inaccurate. Problems with spelling, usage and sentence structure often interfere with comprehension. Errors frequently involve pronoun references and shifts in point-of-view. The reader is left confused.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 4:
Short Composition - Description
* Each composition was marked twice and the scale values were averaged.

MARKING SCALE: OPINION

%	Mark*	Rating	Description
2.6	4.0	4	A position or opinion is clearly stated, an argument is effectively and logically developed through relevant reasons and examples, and a conclusion is reached. There is an overall sense of focus and structure. Sentence structure and vocabulary are controlled although there may be minor mechanical errors. The writing reveals a strong personal voice.
6.8	3.5		
16.8	3.0	3	A position or opinion is stated, an argument is developed (but often weakly) with one or more reasons or examples and the writer attempts a conclusion. There is a sense of focus and structure, but content is thin. Papers may be very short. Sentence structure and vocabulary tend to be functional. The conventions of standard English are generally observed and mechanical errors do not interfere with comprehension.
23.8	2.5		
29.8	2.0	2	The writer's position is apparent but may require some inference on the part of the reader. The argument is weak and often relies upon one illogical or incomplete reason or example which is not clearly related to the writer's opinion. If a conclusion is offered, it tends to be weak, illogical or only loosely related to the rest of the paper. Sentence structure and vocabulary tend to be simple and repetitive, and errors may interfere with comprehension, although not all papers at this level have serious mechanical flaws.
13.2	1.5		
7.0	1.0	1	The writing is immature and illogical. There is little sense of focus and the writer may not directly address the topic. Ideas are not developed (alternately, development may be extremely confusing). Problems with spelling, usage and sentence structure interfere with comprehension. The reader is left confused.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 7:
Short Composition - Opinion
* Each composition was marked twice and the scale values were averaged.

MARKING SCALE: DESCRIPTION

%	Mark*	Rating	Description
2.2	4.0	4	A clear image is created through the effective use of sensory detail. Treatment of the topic may be original or amusing. The writer's purpose is clear and a consistent pattern of development (often spatial) leads to a sense of completion. Language is varied, precise and often vivid. Writing is controlled.
4.0	3.5		
18.3	3.0	3	A clear image is conveyed through the use of sensory detail but the writing lacks the precision and originality of level 4 papers. The writer's purpose is clear and a logical pattern of development (often spatial) is apparent. Language tends to be functional and unimaginative. There may be some mechanical errors but these do not interfere with comprehension.
19.7	2.5		
33.7	2.0	2	The writer attempts to create an image, but only a vague impression is conveyed. May introduce the topic, and then describe it with an unordered list of qualities. Sensory detail is often lacking and the language tends to be imprecise and colloquial. Errors of usage and syntax may interfere with clear communication, but not all papers at this level are mechanically flawed.
11.5	1.5		
10.6	1.0	1	The writer fails to convey an image. There is little sense of focus or structure, and the topic may be unclear. Few sensory details are presented, and these are often irrelevant or confusing. Vocabulary is limited, sometimes inaccurate and often includes slang. The writing frequently contains serious errors of usage and syntax which interfere with meaning. The reader is left confused.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 7:
Short Composition - Description
* Each composition was marked twice and the scale values were averaged.

Form S Marking Scales Grade 10

MARKING SCALE: OPINION

%	Mark*	Rating	Description
6.2	4.0	4	The paper is clearly focused and reveals an overall sense of ease with the topic and the form. The writer offers an effective thesis statement, develops a persuasive argument through logical reasons and examples and reaches an explicit conclusion. There is evidence of some sophistication and insight and an obvious command of sentence structure and vocabulary. Few mechanical flaws.
10.3	3.5		
22.8	3.0	3	The paper reveals a clear sense of focus and structure. The thesis statement and conclusion are clear, but may be somewhat ineffective. The argument is logically developed and sequenced, but tends to lack depth and insight. Sentence structure and vocabulary are controlled, although there may be some mechanical flaws.
21.4	2.5		
25.2	2.0	2	The writer's position is apparent but the argument is weak. The paper may have a clear thesis statement or an explicit conclusion, but rarely both. Supporting examples and reasons may be incomplete, immature or illogical, and the relationship of these to the writer's position is often unclear. The writing frequently contains errors of usage and syntax, often involving pronouns. Comprehension may be difficult and require some rereading.
8.3	1.5		
5.8	1.0	1	Immature and illogical writing. There is little sense of focus and the writer's position is often unclear. Ideas are not developed (alternately, development may be extremely confusing). The writing frequently contains serious errors of usage and syntax (often involving pronouns) which interfere with meaning. The reader is left confused.
5.5		9	No response.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 10:
Short Composition - Opinion
* Each composition was marked twice and the scale values were averaged.

MARKING SCALE: DESCRIPTION

%	Mark*	Rating	Description
6.0	4.0	4	An interesting or engaging image is conveyed through the effective use of sensory detail. Treatment of the topic is often original or amusing. There is a sense of personal voice. The writer's purpose is clear and a consistent pattern of development (often spatial) leads to an effective conclusion. Language is precise and vivid. Writing is controlled.
8.9	3.5		
30.9	3.0	3	A clear image is created through the use of sensory detail but the writing lacks the originality, humour and personal voice apparent in level 4 papers. The writer's purpose is clear and a consistent pattern of development (often spatial) leads to a conclusion. Language tends to be functional. There may be some mechanical errors but these do not interfere with comprehension.
19.2	2.5		
24.6	2.0	2	The writer attempts to create an image, but conveys only a vague impression. Detail may be lacking, or presented as an unordered list of qualities. Language tends to be imprecise and is often colloquial. Errors of usage and syntax may interfere with clear communication, but not all papers at this level are mechanically flawed.
5.5	1.5		
4.9	1.0	1	The writer fails to convey an image. There is little sense of focus or structure and even the topic may be unclear. Few relevant details are presented. Vocabulary is limited, sometimes inaccurate and often includes slang. The writing frequently contains serious errors of usage and syntax which interfere with meaning. The reader is left confused.

INTERPRETATION PANEL RATING: SATISFACTORY

Rating Scale and Response Distribution for Grade 10:
Short Composition - Description
* Each composition was marked twice and the scale values were averaged.

APPENDIX D

PROGRAM INFORMATION

TEACHER QUESTIONNAIRES WITH RESPONSE DISTRIBUTIONS

APPENDIX D

CONTENTS PAGE

Program Information:

Grade 4 262

Grade 7 262

Grade 10 263

Teacher Questionnaires:

Grades 4 - 10 264

PROGRAM INFORMATION - GRADE 4

HOW IMPORTANT IS EACH OF THE FOLLOWING TO YOUR READING/LITERATURE PROGRAM?

	% of Students				
	Essential	Quite Important	Limited Use	Not Useful	Omit
1. Integrating reading, writing, speaking, and listening.	74.3	19.7	1.8	0.2	4.1
2. Poetry.	12.1	46.5	35.8	1.5	4.1
3. The study of novels.	45.0	40.6	9.4	0.4	4.4
4. Workbooks, activity books or other commercial skill-development materials.	14.3	35.3	39.6	6.3	4.5
5. Specific activities for enhancing students' reading vocabularies.	41.2	44.5	9.3	0.7	4.4
6. The development of independent strategies for reading comprehension (e.g., previewing strategies; questioning techniques; graphic representations of story structure; understanding of story elements).	50.4	35.5	9.4	0.4	4.2
7. "Buddy" or partner reading activities.	15.9	38.2	36.6	3.8	5.5
8. Prepared oral reading (e.g., plays; oral interpretation of poetry; readers theatre).	15.7	40.3	37.2	2.4	4.4
9. Small group discussions.	33.3	41.9	18.6	1.5	4.6
10. Independent reading/research projects.	48.9	36.7	9.7	0.4	4.3

The responses are to be communicated to the students so that they can fill in the appropriate bubbles on their answer sheets in the section marked PROGRAM INFORMATION.

PROGRAM INFORMATION - GRADE 7

HOW IMPORTANT IS EACH OF THE FOLLOWING TO YOUR READING/LITERATURE PROGRAM?

	% of Students				
	Essential	Quite Important	Limited Use	Not Useful	Omit
1. Integrating reading, writing, speaking, and listening.	71.6	21.6	1.6	0.2	5.0
2. Poetry.	11.2	34.9	46.3	2.6	5.0
3. The study of novels.	49.2	36.6	8.4	0.7	5.1
4. Workbooks, activity books or other commercial skill-development materials.	8.6	29.5	47.0	9.8	5.0
5. Specific activities for enhancing students' reading vocabularies.	33.7	50.8	9.6	0.8	5.1
6. The development of independent strategies for reading comprehension (e.g., previewing strategies; questioning techniques; graphic representations of story structure; understanding of story elements).	47.2	38.5	8.7	0.6	5.0
7. "Buddy" or partner reading activities.	9.3	27.5	48.6	9.3	5.3
8. Prepared oral reading (e.g., plays; oral interpretation of poetry; readers theatre).	13.2	39.7	38.7	3.4	5.1
9. Small group discussions.	25.7	43.8	23.2	2.1	5.2
10. Independent reading/research projects.	49.9	36.7	7.9	0.4	5.1

The responses are to be communicated to the students so that they can fill in the appropriate bubbles on their answer sheets in the section marked PROGRAM INFORMATION.

PROGRAM INFORMATION - GRADE 10

HOW IMPORTANT IS EACH OF THE FOLLOWING TO YOUR READING/LITERATURE PROGRAM?

	% of Students				
	Essential	Quite Important	Limited Use	Not Useful	Omit
1. Integrating reading, writing, speaking, and listening.	67.2	23.2	2.4	0.3	7.0
2. Poetry.	21.4	39.0	29.6	3.0	6.9
3. The study of novels.	51.1	35.8	5.3	0.8	7.1
4. Workbooks, activity books or other commercial skill-development materials.	7.1	19.2	48.6	17.8	7.1
5. Specific activities for enhancing students' reading vocabularies.	21.6	51.1	19.2	1.1	7.0
6. The development of independent strategies for reading comprehension (e.g., previewing strategies; questioning techniques; graphic representations of story structure; understanding of story elements).	33.3	47.0	11.7	1.1	6.9
7. The development of notetaking strategies.	14.5	45.1	30.3	3.0	7.1
8. Prepared oral reading (e.g., plays; oral interpretation of poetry; readers theatre).	11.2	41.6	35.2	5.0	7.0
9. Small group discussions.	17.2	45.6	27.3	2.8	7.0
10. Independent reading/research projects.	29.2	42.6	19.8	1.4	6.9

The responses are to be communicated to the students so that they can fill in the appropriate bubbles on their answer sheets in the section marked PROGRAM INFORMATION.

FOR SECTIONS I THROUGH IV, PLEASE CIRCLE THE LETTER WHICH CORRESPONDS TO YOUR RESPONSE.

I. In your English language arts classes, how often are students engaged in each of the following activities?

Using the following scale, please circle the appropriate letter for each activity:

A. Frequently, for a major part of class time.
B. Frequently, for a small part of class time.
C. Occasionally, for a major part of class time.
D. Occasionally, for a small part of class time.
E. Never.

		A	B	C	D	E
1. Students listen as the teacher reads.	Gr. 4	10	69	8	14	0.2
	Gr. 7	6	52	15	27	0.2
	Gr. 10	4	40	14	39	1
2. Students read silently.	Gr. 4	26	65	6	2	0
	Gr. 7	22	59	10	7	0
	Gr. 10	10	43	22	23	0.5
3. Students read orally.	Gr. 4	5	48	10	36	0.2
	Gr. 7	3	37	14	43	2
	Gr. 10	3	22	18	53	4
4. Students copy notes from the chalkboard or overhead projector.	Gr. 4	1	12	6	55	26
	Gr. 7	2	14	8	53	22
	Gr. 10	2	25	11	53	8
5. Students use workbooks, activity books or other commercial skill-development materials.	Gr. 4	10	31	13	38	9
	Gr. 7	7	20	13	49	11
	Gr. 10	4	14	12	40	29
6. Students receive instruction for enhancing vocabulary.	Gr. 4	14	68	5	13	0.4
	Gr. 7	13	58	7	20	0.2
	Gr. 10	4	46	10	37	2
7. Students receive instruction on independent strategies for reading comprehension (e.g., previewing strategies; questioning techniques; graphic representations of story structure; understanding of story elements).	Gr. 4	19	43	14	23	0.4
	Gr. 7	18	45	14	20	0.2
	Gr. 10	12	36	18	31	1
8. Students work individually on writing assignments.	Gr. 4	46	33	17	4	0
	Gr. 7	45	34	15	5	0
	Gr. 10	36	38	22	3	0.2
9. Students engage in journal writing.	Gr. 4	8	39	5	29	19
	Gr. 7	4	25	5	33	33
	Gr. 10	2	23	4	25	44

Using the following scale, please circle the appropriate letter for each activity:

A. Frequently, for a major part of class time.
B. Frequently, for a small part of class time.
C. Occasionally, for a major part of class time.
D. Occasionally, for a small part of class time.
E. Never.

		A	B	C	D	E
10. Students use computers for writing (word processing).	Gr. 4	3	13	14	28	41
	Gr. 7	8	13	19	30	27
	Gr. 10	3	4	17	17	57
11. Students use computer-assisted activities for developing specific skills.	Gr. 4	1	9	8	41	39
	Gr. 7	2	7	7	37	43
	Gr. 10	0.7	2	2	14	79
12. Students use library resources.	Gr. 4	10	41	23	22	1
	Gr. 7	15	39	22	20	0.6
	Gr. 10	4	15	42	31	5
13. Students participate in class discussions.	Gr. 4	31	59	5	3	0
	Gr. 7	32	54	7	4	0.2
	Gr. 10	31	50	8	8	0.2
14. Students work in small groups.	Gr. 4	18	38	16	26	1
	Gr. 7	13	31	25	27	1
	Gr. 10	9	27	27	31	4
15. Students make formal presentations.	Gr. 4	4	22	25	44	5
	Gr. 7	4	20	32	36	4
	Gr. 10	4	11	35	35	10
16. Students engage in informal drama.	Gr. 4	1	13	15	57	13
	Gr. 7	2	11	20	50	15
	Gr. 10	2	7	17	36	35
17. Students receive instruction or guided practice for listening.	Gr. 4	4	34	10	45	7
	Gr. 7	3	28	10	48	8
	Gr. 10	3	18	8	55	12
18. Students view media resources.	Gr. 4	1	25	24	45	4
	Gr. 7	1	21	26	44	4
	Gr. 10	3	14	48	29	3

II. How important is each of the following to your writing program?

		ESSENTIAL	QUITE IMPORTANT	LIMITED USE	NOT USEFUL
1. Integrating reading, writing, listening, and speaking.	Gr. 4	71	23	4	0
	Gr. 7	68	25	4	0.2
	Gr. 10	65	26	4	0
2. Sentence-combining practice.	Gr. 4	18	46	31	2
	Gr. 7	17	47	31	1
	Gr. 10	16	41	35	5
3. Direct instruction for other specific skills or techniques (e.g., usage; spelling; grammar; sentence structure).	Gr. 4	40	42	17	0
	Gr. 7	35	49	13	0
	Gr. 10	34	48	17	0.7
4. Shared prewriting activities (e.g., discussion, brainstorming, guided imagery).	Gr. 4	61	33	4	0
	Gr. 7	44	43	10	0
	Gr. 10	34	42	23	0.5
5. Individual prewriting activities.	Gr. 4	33	47	17	1
	Gr. 7	29	44	21	2
	Gr. 10	29	48	19	0.7
6. Peer-group revising and editing.	Gr. 4	24	40	30	3
	Gr. 7	27	39	28	4
	Gr. 10	19	29	40	9
7. Teacher-assisted revising and editing.	Gr. 4	31	56	11	0
	Gr. 7	24	54	18	0.2
	Gr. 10	24	52	20	0.7
8. Proofreading strategies and activities.	Gr. 4	42	46	10	0.2
	Gr. 7	39	47	10	0
	Gr. 10	28	51	17	1
9. Student/class oral sharing.	Gr. 4	49	40	10	0.2
	Gr. 7	32	48	17	0.2
	Gr. 10	25	44	25	3
10. Student/class "publications."	Gr. 4	28	41	26	3
	Gr. 7	23	37	31	5
	Gr. 10	9	21	43	24
11. Teacher-student conferences.	Gr. 4	32	41	24	2
	Gr. 7	23	39	32	2
	Gr. 10	21	39	35	3

III. Evaluation.

1. How often do you evaluate student writing? (Circle one.)

	Gr. 4	Gr. 7	Gr. 10
A. I evaluate at least one piece of writing each week.	46	42	38
B. I evaluate two or three pieces of writing each month.	37	43	42
C. I evaluate one piece of writing each month.	9	8	9
D. I evaluate writing less than once each month.	0.6	0.8	2

2. What percentage of your evaluation of students' writing development is based on each of the following?

		0-25%	26-50%	51-75%	76-100%
Expository writing (e.g., essays, paragraphs).	Gr. 4	35	41	17	4
	Gr. 7	24	47	22	5
	Gr. 10	11	39	37	11
Creative writing (e.g., stories, poetry).	Gr. 4	16	43	28	11
	Gr. 7	17	50	25	6
	Gr. 10	39	46	10	0.7
Personal writing (e.g., journals, anecdotes).	Gr. 4	60	25	7	3
	Gr. 7	71	17	3	1
	Gr. 10	76	12	2	0
Attitudes about writing.	Gr. 4	69	13	5	2
	Gr. 7	74	9	3	3
	Gr. 10	75	6	0.5	0.5
Skill development (e.g., sentence-combining, usage, spelling, grammar).	Gr. 4	29	44	18	7
	Gr. 7	34	42	15	6
	Gr. 10	38	42	15	4

3. When you evaluate student writing, how often do you consider each of the following?

		ALWAYS	FREQUENTLY	OCCASIONALLY	NEVER
Prewriting activities.	Gr. 4	25	36	31	7
	Gr. 7	22	37	31	8
	Gr. 10	21	38	30	7
Drafting.	Gr. 4	27	43	26	3
	Gr. 7	28	43	24	2
	Gr. 10	28	41	23	3
Peer-group revising/editing.	Gr. 4	9	33	46	11
	Gr. 7	12	34	43	9
	Gr. 10	9	24	45	18
Teacher-assisted revising/editing.	Gr. 4	16	54	26	3
	Gr. 7	13	47	33	4
	Gr. 10	12	42	37	5
Proofreading.	Gr. 4	38	45	14	0.8
	Gr. 7	41	44	12	0.6
	Gr. 10	42	40	13	2
Oral sharing.	Gr. 4	13	47	36	3
	Gr. 7	8	44	39	7
	Gr. 10	4	28	51	12
Student/class publications.	Gr. 4	12	29	48	9
	Gr. 7	8	28	47	13
	Gr. 10	3	13	40	39
Quantity of writing.	Gr. 4	11	24	49	16
	Gr. 7	11	25	46	16
	Gr. 10	13	26	41	15

4. When you evaluate student writing, how often do you do each of the following?

		ALWAYS	FREQUENTLY	OCCASIONALLY	NEVER
Allow students to choose the piece that will be evaluated.	Gr. 4	3	22	52	22
	Gr. 7	5	24	46	24
	Gr. 10	3	22	51	22
Assign a mark or grade.	Gr. 4	11	39	39	11
	Gr. 7	30	49	16	5
	Gr. 10	54	39	3	2
Provide students with the marking scale or set of specific criteria.	Gr. 4	19	39	31	10
	Gr. 7	36	42	17	4
	Gr. 10	46	35	15	2
Offer oral comments.	Gr. 4	36	52	12	0
	Gr. 7	28	54	16	0.2
	Gr. 10	27	50	20	0.5
Write anecdotal comments.	Gr. 4	36	48	15	0.8
	Gr. 7	46	43	8	0.4
	Gr. 10	52	37	7	1
Invite students' self-evaluation.	Gr. 4	10	30	49	10
	Gr. 7	7	25	55	10
	Gr. 10	5	21	55	17

5. Approximately how often do you evaluate students' reading skills? (Circle one).

	Gr. 4	Gr. 7	Gr. 10
A. Weekly.	53	43	20
B. 2-3 times each month.	31	36	32
C. Monthly.	13	13	22
D. Less than once each month.	3	5	22

6. What percentage of your evaluation of students' reading development is based on each of the following?

		0-25%	26-50%	51-75%	76-100%
Ability to deal with literacy material.	Gr. 4	17	45	24	12
	Gr. 7	18	43	28	7
	Gr. 10	13	33	41	9
Ability to deal with informative material.	Gr. 4	17	50	23	8
	Gr. 7	25	48	20	4
	Gr. 10	33	45	15	3
Ability to deal with persuasive material.	Gr. 4	61	24	6	1
	Gr. 7	58	27	7	1
	Gr. 10	51	34	9	0.5
Attitudes about reading.	Gr. 4	54	24	13	5
	Gr. 7	64	17	8	3
	Gr. 10	71	14	4	0.2
Skill development.	Gr. 4	12	40	32	13
	Gr. 7	22	45	20	9
	Gr. 10	47	31	14	3

7. When you evaluate students' reading, how often do you consider each of the following?

		ALWAYS	FREQUENTLY	OCCASIONALLY	NEVER
Oral Reading	Gr. 4	17	40	40	2
	Gr. 7	10	29	50	8
	Gr. 10	4	22	51	20
Comprehension	Gr. 4	64	34	0.6	0.2
	Gr. 7	59	38	0.8	0.2
	Gr. 10	44	48	4	0.2
Critical thinking.	Gr. 4	30	53	16	0.2
	Gr. 7	30	54	12	0.4
	Gr. 10	30	56	11	0.2
Vocabulary	Gr. 4	41	52	6	0.2
	Gr. 7	33	55	9	0.2
	Gr. 10	18	58	21	0.2
Specific word attack skills (e.g., phonics; structural analysis).	Gr. 4	17	47	33	3
	Gr. 7	9	35	46	8
	Gr. 10	5	18	58	16
Prior knowledge.	Gr. 4	10	35	45	9
	Gr. 7	7	30	47	12
	Gr. 10	4	25	54	11
Specific comprehension strategies (e.g., previewing; questioning; predicting; creating webs).	Gr. 4	14	49	34	3
	Gr. 7	13	46	33	4
	Gr. 10	6	32	46	11

V. Critical Thinking.

The Ministry of Education has placed a high priority on incorporating critical thinking into the school curriculum. Critical thinking involves an analysis of information, a judgement concerning the quality or relevance of information or the way it is presented, and the communication of the judgement with supporting arguments. We would like to know what your thoughts on critical thinking are.

1. In your English language arts classroom, what instructional strategies do you use to foster the development of critical thinking?

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2. How do you evaluate students' critical thinking development?

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8. When you evaluate students' reading, how often do you do each of the following?

		ALWAYS	FREQUENTLY	OCCASIONALLY	NEVER
Have students answer multiple-choice or short-answer questions.	Gr. 4	3	33	50	13
	Gr. 7	2	30	54	11
	Gr. 10	6	41	45	5
Have students write sentence or paragraph answers.	Gr. 4	18	66	15	0.6
	Gr. 7	18	69	10	0.2
	Gr. 10	21	70	6	0.2
Have students write essays.	Gr. 4	2	16	54	28
	Gr. 7	2	33	52	10
	Gr. 10	10	56	29	2
Have students make oral presentations.	Gr. 4	3	27	63	6
	Gr. 7	2	27	61	7
	Gr. 10	2	23	61	11
Conduct reading conferences.	Gr. 4	3	20	52	23
	Gr. 7	2	11	48	35
	Gr. 10	0	4	25	68
Make notes on your observations of students' day-to-day reading behaviour.	Gr 4	5	27	52	15
	Gr. 7	2	16	52	27
	Gr. 10	0.5	8	38	50
Assign a mark or grade.	Gr. 4	11	49	34	4
	Gr. 7	22	52	21	1
	Gr. 10	22	44	26	7
Invite students' self-evaluation.	Gr. 4	4	19	57	19
	Gr. 7	4	17	56	21
	Gr. 10	3	12	52	30

9. When you evaluate students' reading, how important is each of the following kinds of test?

		ESSENTIAL	QUITE IMPORTANT	LIMITED USE	NOT USEFUL
Tests you have developed.	Gr. 4	31	45	21	2
	Gr. 7	37	47	13	1
	Gr. 10	52	36	8	0.7
School-wide (or cross-grade) tests.	Gr. 4	7	26	44	18
	Gr. 7	5	29	46	14
	Gr. 10	5	35	42	13
District tests.	Gr. 4	4	20	52	20
	Gr. 7	3	18	52	18
	Gr. 10	2	11	49	31
Ministry of Education classroom achievement tests.	Gr. 4	4	19	58	16
	Gr. 7	3	18	56	18
	Gr. 10	1	11	56	28
Basal mastery tests.	Gr. 4	11	33	39	15
	Gr. 7	5	28	43	20
	Gr. 10	n/a	n/a	n/a	n/a
Standardized tests.	Gr. 4	9	33	49	7
	Gr. 7	7	31	51	7
	Gr. 10	4	19	54	19

IV. Please circle the letter which corresponds to your response.

		Yes	No
1. Is your school a writing school?	Gr. 4	60	39
	Gr. 7	58	35
	Gr. 10	n/a	n/a
2. Do you belong to a writing network?	Gr. 4	14	83
	Gr. 7	14	82
	Gr. 10	n/a	n/a
3. Are computers available for use in your English language arts class?	Gr. 4	61	38
	Gr. 7	70	27
	Gr. 10	44	53

V. Critical Thinking.

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1. In your English language arts classroom, what instructional strategies do you use to foster the development of critical thinking?

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2. How do you evaluate students' critical thinking development?

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The results for these two questions are summarized in Appendix E.

APPENDIX E

RECOMMENDATIONS DERIVED FROM ANALYSES OF TEACHERS' OPEN-ENDED RESPONSES TO QUESTIONS ABOUT CRITICAL THINKING

The following recommendations were developed by the team of educators (see Appendix A) who analyzed teachers' responses to questions about their instructional and evaluation practices as these related to the development of critical thinking. The team recommended that:

1. Professional development activities focused on teaching and evaluation strategies for critical thinking skills be developed, provided, and supported. These activities should include:

   - Opportunities for teachers to meet with their colleagues to reflect on what constitutes critical thinking and how best to develop it as life-long learning competency in themselves and their students.

   - Examination of attitudes which inhibit the development of critical thinking (such as assuming it is limited to a special context, particular materials, or special groups of students).

   - Models which match teaching strategies with evaluation strategies.

   - The development of strategies based on current theory about cognitive and language development and response. For example, strategies related to reader-response and to "writing-to-learn" might be included.

   - Opportunities for teachers to meet in small group sessions over several months to plan incremental changes, implement these in their classroms and share the results.

2. Provincial resources be developed to assist teachers in implementing and evaluating learning experiences which might enhance their own and their students' critical thinking development. These resources should include:

   - A compendium of promising professional practices based on successful <u>local</u> programs or those which best link teaching with evaluation.

   - Identification and dissemination of the features which characterize the successful programs described above (for example, risk-taking; trust development).

   - A video-tape or series of video-tapes illustrating promising practices in instruction, in evaluation, and in communicating with parents.

   - A resource book of evaluation practices, strategies, and sample instruments, which have been successfully used in B.C. classrooms.

3. Student Assessment Branch include open-ended and performance-based tasks to evaluate higher level thinking skills in subsequent assessment in all subject-areas.

4. Implementation Branch undertake an evaluation-focused, problem-solving Summer Institute. Planning should follow a two-day presentor's meeting to discuss strategies for learning and evaluation.

5. The Ministry investigate ways of improving both formal and informal communication with the field on such issues as "thinking."

APPENDIX F

REGRESSION ANALYSIS

A regression analysis was conducted to explore the relationships between reading achievement and four of the background and program variables. The dependent variable was the student score on the multiple-choice reading test (percentage of correct responses on Form M). The independent variables were student responses to the four questions given in Figure F.1 on the next page.

For the questions which were used as independent variables, each alternative was converted into a dichotomous variable with values of 1 if the student selected the alternative and 0 if the student did not select it. This resulted in 18 variables. For each question, the student responses to one alternative are completed predictable from the reponses to the other alternatives. For this reason, the first alternative for each question (none) was eliminated from the regression analysis. This left 14 independent variables which were entered in four steps in sets of three or four variables (all responses for one of the questions were entered at a given step).

Table F.1 provides the mean and standard deviation for each variable, and Table F.2 provides the correlation coefficients between the independent and dependent variables. The independent variables are identified by question number and the letter corresponding to each alternative. The means in Table F.1. identify the proportion of students who selected each alternative.

Table F.1
Means and Standard Diviations

Variable	Means			Standard Diviations		
	Grade 4	Grade 7	Grade 10	Grade 4	Grade 7	Grade 10
Reading Score	71.3%	73.1%	65.7%	18.9%	17.4%	17.7%
1A	0.19	0.20	0.27	0.39	0.40	0.44
1B	0.26	0.25	0.27	0.44	0.43	0.45
1C	0.31	0.32	0.28	0.46	0.47	0.45
1D	0.24	0.23	0.18	0.43	0.42	0.38
2A	0.07	0.04	0.02	0.25	0.19	0.14
2B	0.18	0.12	0.09	0.38	0.32	0.28
2C	0.47	0.46	0.59	0.50	0.50	0.49
2D	0.17	0.23	0.24	0.38	0.42	0.43
2E	0.11	0.16	0.07	0.31	0.36	0.26
3A	0.04	0.09	0.32	0.21	0.29	0.47
3B	0.10	0.17	0.27	0.31	0.38	0.45
3C	0.18	0.28	0.23	0.38	0.45	0.42
3D	0.23	0.22	0.10	0.42	0.42	0.30
3E	0.45	0.24	0.08	0.50	0.42	0.27
4A	0.06	0.04	0.05	0.23	0.20	0.21
4B	0.19	0.16	0.17	0.39	0.37	0.38
4C	0.29	0.29	0.30	0.45	0.45	0.46
4D	0.47	0.51	0.49	0.50	0.50	0.50

Figure F.1
Regression Analysis Beta Weights

Beta Weights (percent)			Question
Grade 4	Grade 7	Grade 10	
			1. **How much time did you spend reading for your own pleasure yesterday?**
0.0	0.0	0.0	A. None.
2.4	2.4	3.1	B. Less than half an hour.
6.1	5.9	6.3	C. Between half an hour and one hour.
8.6	10.1	9.0	D. More than one hour.
			2. **How many novels have you read in your English class this year?**
0.0	0.0	0.0	A. None.
4.8	1.5	11.1	B. One.
6.9	3.3	13.4	C. Two or three.
7.4	4.8	14.3	D. Four or five.
7.1	5.0	15.6	E. Six or more.
			3. **About how many library books did you borrow last month?**
0.0	0.0	0.0	A. None.
1.8	1.1	1.9	B. One or two.
4.9	2.2	2.8	C. Three to five.
5.7	2.6	3.9	D. Six to ten.
4.1	2.6	4.5	E. More than ten.
			4. **About how many books are there in your home?**
0.0	0.0	0.0	A. 0 to 24.
6.7	8.2	7.0	B. 25 to 99.
10.8	12.3	11.0	C. 100 to 249.
10.8	14.4	12.9	D. 250 or more.
47.0%	50.3%	35.5%	Constant.

Table F.2
Correlations Between Independent and Dependent Variables

Independent Variable	Correlations with Reading Score Grade 4	Grade 7	Grade 10
1A	-0.15	-0.18	-0.20
1B	-0.08	-0.10	-0.05
1C	0.07	0.06	0.10
1D	0.14	0.20	0.17
2A	-0.11	-0.06	-0.14
2B	-0.04	-0.06	-0.06
2C	0.04	-0.03	-0.01
2D	0.04	0.05	0.05
2E	0.03	0.06	0.07
3A	-0.07	-0.07	-0.13
3B	-0.07	-0.07	-0.02
3C	-0.00	-0.02	0.05
3D	0.04	0.03	0.07
3E	0.04	0.09	0.10
4A	-0.15	-0.17	-0.17
4B	-0.09	-0.13	-0.12
4C	0.04	-0.01	0.00
4D	0.10	0.17	0.16

The constant and the beta weights for the regression equation for each grade level are given in Figure F.1. A beta weight of 0.0 was assigned to the alternatives that were omitted from the analysis. The assignment of zero to these alternatives was validated by a second analysis which excluded one of the other alternatives, but included both A and B for each question. In this analysis, the difference in beta weights for A and B for each question was consistant with the beta weight assigned to alternative B in the reported analysis.

The lowest predicted scores for each grade level are for students who select alternative A for each question (none). The highest predicted scores are for students who select the last alternative for each question. For grade 4, the highest point value for the third question is assigned to response D rather than E. The lowest and highest predicted scores are given below for each grade level:

	Lowest Score	Highest Score
Grade 4	47.0%	79.2%
Grade 7	50.3%	82.4%
Grade 10	35.5%	77.5%

The difference is considerably greater for grade 10 than for the lower grades.

Table F.3 gives the statistics for the final regression equation for each grade level.

Table F.3

Statistics for Regression Analysis

	Multiple R	R Square	F	P for Sig.
Grade 4	0.28	0.08	218.6	<0.0001
Grade 7	0.33	0.11	310.4	<0.0001
Grade 10	0.35	0.12	285.5	<0.0001